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# Library Journal

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SEPTEMBER, 1909

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**1856-1909.**

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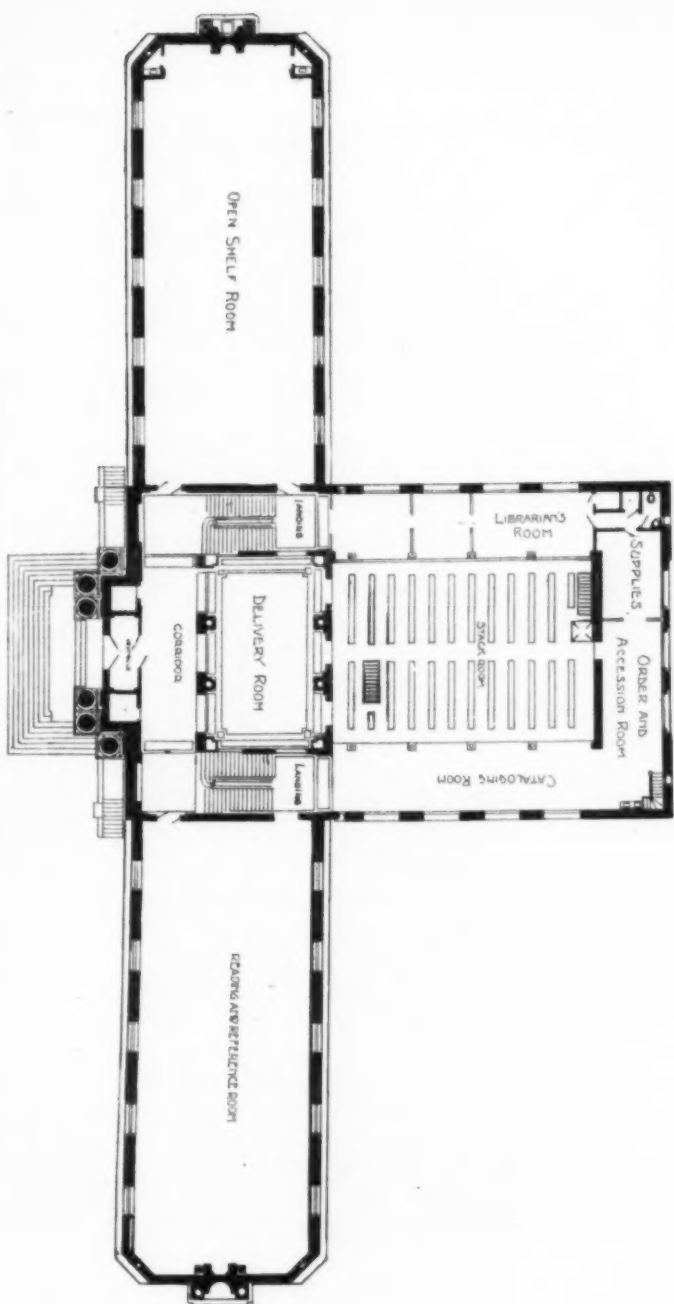
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# THE LIBRARY JOURNAL

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It is interesting to note that the several important vacancies in the library field, to which we referred not long since, have now practically been filled and to the general satisfaction of the library profession. Mr. Bostwick, whose intimate and effective connection with library activity is too well known to require commendation, now goes to preside as chief librarian over the destiny of the St. Louis Library system with the completion of its new central building as the first important work before him; and with him go the best wishes of all his affectionate and appreciative associates. Much is expected in connection with the Columbia Library from Mr. W. Dawson Johnston, who comes to that university library with specially useful training in the Library of Congress and the Department of Education, and the appointment of Mr. Belden as state librarian of Massachusetts, a promotion earned by good work in the Social Law Library at Boston, is received in that state with general approval. The vacant post at Chicago will be filled probably during the month as the result of a civil service examination, and we are able to say in advance that the method of examination has been so shaped as to invite the best man to the front and to utilize character and experience as well as other qualities in making the test.

THE ordering of books and the wise choice of editions are of chief importance to every library, from the largest to the smallest, and when it is possible to put the experience of any one library in this respect at the service of others, such contributions should be gratefully received by all. The A. L. A. booklist was devised especially for the use of small libraries, but has been of help to all. The Bookbuying Committee has now in shape an additional purchase help in a "list of novels for adults which are purchased in largest numbers by American libraries," the work of Mr. Dana, with the help of statistics from twenty libraries. The list covers 572 titles, including standard English fiction and modern books, but not those possibly of ephemeral

vogue, and gives publisher and price of recommended editions. It is planned to make this list of service as a purchase list, as an inducement to keep in stock this line of fiction and possibly to promote co-operative book buying. Purchases along this line should induce publishers to keep in print the designated editions on good library paper, though the experience of book publishers in reissuing out-of-print books for which a library demand was reported, has been rather discouraging. If this list proves helpful, it is proposed to follow it with a similar list of juvenile fiction.

In a wider field Mr. Jeffers, head of the order department of the New York Public Library, has given the profession the benefit of his experience as to book purchases. As the purchasing representative of the largest consumer of books in this country, Mr. Jeffers has developed by patient work the system of records which has resulted first in the fiction list printed in the LIBRARY JOURNAL for February, 1908, and later in the list of recommended editions of about four thousand standard books which he has printed as a separate pamphlet, on his own responsibility rather than in official connection with the New York Public Library. This list is open to the criticism that it includes many books not purchasable by smaller libraries, and that it gives in some cases cheaper and poorer editions than most libraries think it desirable to buy. But in his careful examinations of competing editions Mr. Jeffers has endeavored to designate those, American or English, which give the most for the money, and may therefore be commended for general purchase. The list from the Bookbuying Committee avoids giving very cheap editions, as the fifty-cent class, and is perhaps in this respect a safer guide for small libraries.

So much interest was manifested at Bretton Woods in the calculations quoted from Mr. Bernard R. Green, of the Library of Congress, that a hundred million volumes could be housed in a city block, that it seems

worth while to give his calculations more directly and exactly. Mr. Green's figures are based on the Library of Congress stack method, without exterior light or window ventilation. Figuring from the liberal inter-spacing of the shelving as in the Library of Congress, an average of  $2\frac{1}{2}$  volumes of ordinary library books to a cubic foot of stack structure, he reckons that a building 400 feet square and 300 feet high, which would include 40 stack stories of 7 feet each with roof and basement, giving a cubic content of 48,000,000 cubic feet, would house 120,000,000 volumes. This ground space is approximately four acres, or a New York block between Fifth and Sixth avenues, and a building 250 feet high would hit the hundred million mark. A library stack of this height would seem rather an anomaly, though it is only half the height of the latest sky-scrapers in New York, and Mr. Green is of course discussing the possible rather than the desirable. Unfortunately, the problems of heating and ventilation would be increasingly difficult with increase of space. The plans outlined by Mr. Hill for the Brooklyn central library, of having several stack stories under ground, following the Vienna method, would substantially reduce the exterior height. These big figures are, of course, more in the way of consolation for the librarian who is worrying about the future than for immediate application, but are of interest nevertheless.

THE New York State meeting at Lake George is practically, like the Atlantic City meeting, an inter-state conference, and as such usually gathers many of the leaders of the A. L. A. from different parts of the country. Such gatherings, as we have often pointed out, are nowadays as large as the early conferences of the A. L. A. itself, in years when smallness in numbers made mutual acquaintanceship throughout more possible than now at the national meetings. This is one of the reasons why they are both popular and useful. A start has been made in the West in inter-state meetings, but they have not yet the permanence and importance of those in the East. It would seem very desirable that some such meeting, which would not conflict in date with the others,

should be held regularly at such a library center as Wisconsin would afford, not too far from Chicago headquarters, but presenting the advantages which are offered at the two eastern meetings, of country relaxation and recreation. Under the new constitution of the Council, one of the two meetings which it should hold each year might well be held in connection with such a western gathering in association with a visitation by members of the Council to the new headquarters when they are fairly under way at Chicago.

THE A. L. A. has been peculiarly fortunate in the energy and devotion of its successive secretaries which, perhaps as much as any other factor, have made the Association a continuing and abiding success. Of course, too much emphasis cannot be placed upon the great and lasting formative influence of Mr. Dewey, whose guiding hand as secretarial executive shaped the career of the Association from its beginnings in 1876 until his election to the presidency in 1890, despite the criticism of the one-man power of those days. The services of his several successors will be remembered with appreciation and gratitude, and Mr. Wyer now concludes six years of hard and faithful and effective work and gives over the function of secretary to the new salaried executive, who will fill the posts of secretary and treasurer. In appointing Mr. Chalmers Hadley as the new executive officer of the Association, the Executive Board has made a wise choice, which will generally be received with gratification by the profession. While Mr. Hadley has not been long enough in the library field to have become one of the veterans or one of the leaders, he has the advantage of coming to the work as a young man, fresh from the most recent training of one of the foremost library schools with experience first as a journalist, then in an important state library, and last as the executive of a state library commission. This three-fold experience in addition to the school training should stand in good stead in his new work. We extend to him the best wishes of the profession that he may repeat in this era of the Association the effective career as secretary of his predecessors.

## POPULAR EDUCATION IN LITERATURE\*

BY CHRISTIAN GAUSS, *Professor of Modern Languages, Princeton University*

THE problem of popular education in literature is indeed a serious one: serious for you librarians, the collectors, custodians and dispensers of literature, and for us, your auxiliaries, the college professors, whose first and most pressing duty it is to inculcate in the minds of the students entrusted to our care a taste for what is highest and what is best.

Now the first question which confronts us is, after all, that old question which has been so frequently asked and so rarely satisfactorily answered, What is literature? But perhaps it is useless to ask that question here, for as I walk through your libraries I often marvel at the sagacity and nice discrimination of you librarians. You seem to know, you seem to have some occult seventh sense in your finger tips, some magic touch that tells you when you pick up a work, "this is literature—this is history, this is biology, geology, theology or medicine," for you set them up in imposing rows, on separate shelves, in separate places, and on separate floors. Now you are the geometers of the world of books, and we all realize perfectly that such classification is absolutely necessary to bring cosmos out of chaos in this new world of man's creating. And yet I cannot help feeling you must sometimes be assailed by doubts, you must at least have certain sly suspicions that you are not doing quite the handsome thing by the grand old masters when you are forced to set up "Wormwood" and "The romance of two worlds" by a Marie Corelli at elbows with Carlyle's "Heroes and hero-worship," or "Past and present," and Dickens' "A Christmas carol," "David Copperfield" and "Nicholas Nickleby." And I imagine that in such cases you are always very much relieved to remember that Thomas Carlyle is dead!

Of course, when we speak of literature here, we are speaking of the best literature; but in trying to fix it, we are again confronted by difficulties; for literature is one of those very important products of the human spirit, which, like wit and humor, it is much more necessary to have a feeling for than a definition of. In this connection I

always remember the account which a fine old Polish friend once gave me of a conversation between two Hungarians which he had overheard in a railway station at Budapest. Now, to state it algebraically, in matters of humor, the Hungarian is to the Pole as the Englishman is supposed to be to the American. The two Hungarians were evidently men of some education. They had been reading a German paper and had become involved in a debate on the exact meaning of that elusive German word *Witz*. One of them finally settled the question to the satisfaction of both by concluding, "*Witz ist wenn der eine spricht und der andere lacht.*" Wit, then, is what has happened when one man talks and the other man laughs. Following out the logic of our disputant, by the same token, literature is "when one man writes and the other man reads." Now we have unfortunately for our definition come to that point in our civilization when, as you librarians are best qualified to know, it is no longer possible for the one man to read all that the other man writes. It is evident therefore that the general reader as well as the teacher and student, must select. It is furthermore much more important that the man out in the world, the man whom we are trying to educate in literature, should select good books, than the student or teacher; for to us who read many books, who are professional readers, each book means less. Our allegiance is divided. And yet there is no greater dynamic force in the world to-day than that of the written word. To the person who reads comparatively few books, to the man again whom we are trying to educate, each book is a power; every single work means much, not only with regard to that process which we technically call his education, but also with regard to the development of his character both as an individual and as a citizen. You will remember what Carlyle says about books: "Do not books still accomplish miracles as Runes were fabled to do? They persuade men. Not the wretchedest circulating-library novel, which foolish girls thumb and con in remote villages, but will help to regulate the actual practical weddings and households of those foolish girls. So

\* Read at bi-state library meeting, Atlantic City, N. J., March 19, 1909.



'Celia' felt, so 'Clifford' acted; the foolish Theorem of Life stamped into those young brains comes out as a solid practice one day. Consider whether any Rune in the wildest imagination of Mythologist ever did such wonders as, on the actual firm Earth, some Books have done!" I remember a case in point. I used to know a man very well who boasted that the only book he had ever read through was "Romeo and Juliet," and his whole version of history was perverted. To him the past was simply a big time full of foolish romance in which disappointed men drank poison. He would have none of it.

Consider also the tremendous effect of certain books like Goethe's "Werther," "The origin of species," and Mrs. Stowe's "Uncle Tom's cabin." Goethe himself soon outgrew the mood from which his book sprang, but the many suicides that were in part attributable to the reading of "Werther" were a source of lasting regret to him.

Literature has that same quality to-day: the Papal Index, from a negative point of view, is merely another recognition of the power of the printed page. If then a book is a little dynamo of ideas, it is important what works we as teachers expound and you as librarians recommend and give out, though of course, like our own, your power is limited. You cannot give the eager shop-girl who wants a volume of Laura Jean Libbey a volume of George Meredith, and say like the fluent shop-keeper, "It is just as good." It is necessary above all things that we should work together, that we should co-operate.

Now I think there are two ways in which the pernicious effect of irresponsible reading may be corrected. The first is merely through the encouragement of the reading habit in general, by getting people to read many books, and households of those foolish girls. So relying on the effect of the one to counteract the effect of the other. The results in this case are usually negative and not always satisfactory. It is to the other method that I wish to call your attention particularly—a method which, if its difficulties can once be overcome, must always result profitably, namely, the creating of interest in, and a taste for, the highest and the best.

We should attempt, then, to interest the popular audience in the highest literature, and in so doing give them certain touchstones of

merit. Personally, I am absolutely convinced that this can be done. For let us come back to our first question once more and consider again "What is literature?" In a sense all literature is merely what Matthew Arnold said of poetry. It is a criticism of life; literature is a written record of the life of the world, of the life of nature, of the experience of man in his relations to men, and of the human soul on its lonely adventures. Literature is, therefore, the reflection of life and the first and most fundamental prerequisite to the understanding of literature is that a man shall have lived. Now, in one respect, the lecturer to the popular audience has an immense advantage over one who lectures to high-school or university students, for he is talking to an audience that is older, that has stood in more various and more immediate relations to the facts of experience. Unfortunately, wisdom does not always come with years, but a certain kind of wisdom, the mere recognition, at least, of the logic of life, of life's good way, if you are an optimist, comes, and can come only, from experience. And herein lies the advantage. The popular audience is made up of men who are more mature, of men who have lived, who have really faced that Sphinx whose secret our poets and philosophers have tried to unriddle since man became interested in the problem of his destiny. I can illustrate the point from my experience as teacher. Not many days ago I was reading with my class that famous Fifth Canto of Dante's *Inferno*, the story of Francesca da Rimini. We came upon the lines:

"Nessun maggior dolore  
Che ricordarsi del tempo felice  
Nella miseria."

My student translated perfectly:

There is no greater grief  
Than to remember the happy time  
In misery.

We paused. For we had evidently come upon one of those crucial points in a poet's philosophy, one of those *vues d'ensemble* which lights up his whole attitude toward life. We cited Tennyson's corroborative line, "But a sorrow's crown of sorrows is remembering happier things."

To put the other side of the case, I then read to the class a selection from another great, but entirely different type of poet, Alfred de Musset, the poet of immediate unrationalized

experience, who held that happiness once lived was a *κρίμα ἐς αἰ.*, a possession forever. It was a selection from one of de Musset's most perfect poems, "Souvenir," the passage in which, with all due deference, the younger lyrist reproves the great Florentine for disloyalty to life and love, for having put such a statement into the mouth of his Francesca who blown about on the bitter blast, in the darkness of hell still clings to her lover. And I asked my student what he thought of the truth of Dante's line. "I'm afraid," said he, "that I have not had enough experience to be able to judge." And this refusal to take up the poet's challenge on one of the great problems of life was general. Now before an older audience the case would have stood far differently. Your auditor there might in all probability not have been able to translate the Italian; he would certainly have understood the English and the problem.

I do not believe, therefore, that the question of educating the popular taste in literature is a hopeless or even a very difficult one. All that the lecturer really needs to do is to introduce the audience to an author, to evoke an interest in that author through an appeal to the experience of the auditor. But the battle is then only half won; he must then turn him over to you librarians, to you Cerberi of the bookshelves.

You will doubtless ask me, How is this to be done and what are you going to consider great literature for the populace? And I refer you back to that very nice distinction which has been made between good and great literature by a critic who can in no sense be said to have catered to the popular taste. I mean Walter Pater. You will remember that Pater makes a fundamental distinction between the two. Art is *good* art, he says, because of its formal excellence. It is good art when the expression corresponds to the idea, when "the term corresponds to its import." His definition of *great* art I quote verbatim:

"The distinction between great art and good art depends immediately, as regards literature at all events, not on its form, but on the matter. Thackeray's 'Esmond,' surely, is greater art than 'Vanity fair,' by the greater dignity of its interests. It is on the quality of the matter it informs or controls, its compass, its variety, its alliance to great ends, or the depth of the note of revolt, or the largeness of hope

in it, that the greatness of literary art depends, as 'The divine comedy,' 'Paradise lost,' 'Les misérables,' The English Bible, are great art. Given the conditions I have tried to explain as constituting good art; then if it be devoted further to the increase of men's happiness, to the redemption of the oppressed, or the enlargement of our sympathies with each other, or to such presentment of new or old truth about ourselves and our relation to the world as may ennoble and fortify us in our sojourn here, or immediately, as with Dante, to the glory of God, it will be also great art; if over and above those qualities I summed up as mind and soul, that color and magic perfume, and that reasonable structure, it has something of the soul of humanity in it, and finds its logical, its architectural place, in the great structure of human life."

There is, therefore, no single element which goes to the making of great art that your popular audience cannot understand. Let us repeat these elements again as given by Pater—Compass, Variety, Alliance to great ends, the Depth of the note of revolt, Largeness of hope.

I hold in consequence, that in the attempt to educate the people in literature, the ordinary process of the schools should be practically reversed. In the schools it is necessary to grade texts according to the maturity of the student; maturity, I mean, in life and experience. You give them Walter Scott before you give them Carlyle or Shakespeare. Now in teaching the popular audience you take this maturity for granted. You do not have to begin at the bottom and strive slowly and painfully upward, but with one great leap you take them to the very top of the mountain and, like Satan, show them all the kingdoms of the earth. You lead your students, if they are mature, immediately into the realms of gold. For this work there are no *gradus ad Parnassum*. It is easier to give them Shakespeare than Rossetti, and I hold that it is a mistake, and a serious mistake, for the man who is dealing with the popular audience to begin with the intention of leading his audience up through a wilderness of books to an appreciation of the grand old masters.

The process is an entirely different and a much simpler process than in any other branch of education. The mathematician, the biologist, the chemist, must convey to his

student a large amount of preliminary information, a knowledge of all the fundamental laws and processes, before he can enter into the freer and higher reaches of his science. You understand the last proposition of Euclid only when and only because you have understood all its predecessors. You do not understand Shakespeare only when and only because you have understood Chaucer and Gascoigne, and you do not understand "The tempest" because you have understood "Hamlet" and "Romeo and Juliet." A work of literature is great because it expounds for us what I have chosen to call the logic of life; we understand it, we get its pith and moment only when we can intelligently correlate it with experience. It is for this reason that we shall understand "The tempest" if we understand it at all, and it is for precisely this same reason that we shall understand "Hamlet," "Romeo and Juliet" and the "Tales" of Chaucer. In each case the reference will not be to some preceding work of art, or to some preceding proposition. A play of Sophocles or a poem of Matthew Arnold's becomes intelligible only through an immediate reference to experience. I repeat, therefore, that I believe the lecturer can and should begin with the greatest literature, and I think one of the strongest points in confirmation of this statement is the fact that in courses of lectures designed for the people, in such courses as those given by the Board of Education in New York, for instance, the best attended and the most successful are usually the courses on Shakespeare.

I have given briefly what I consider to be the duty of the man who attempts to teach literature to the people. It is his function not to convey information but to evoke an interest, to arouse a curiosity in the minds of his auditors. He has succeeded as a teacher of literature when he makes his author the friend of his student, when he has established a lasting relationship between them. He must begin by arousing a lasting interest in books. Now with the college student and the man of the popular audience the case stands very differently. If the college student has this interest in books it is enough, for he either has the books about him or else he has the general knowledge and the means for purchasing them. If, on the contrary, you have aroused this interest in the man of the people,

the work is only begun. He does not have these books in his possession, and very frequently he does not have the means to purchase them. To make the work of the lecturer a success, the librarian must take it up exactly where the lecturer leaves it. When lectures are given in your cities you must see to it that such books as he recommends are placed within easy access of the people, and in sufficient quantities. You must also stand ready to give the student when he starts in to read such information and guidance as may be necessary. I know that this is being done to a certain extent at present. But I do feel that the most serious difficulties in the way of the attempt that is now being made to educate the people in literature are the lack of sufficient library facilities and of sympathetic co-operation between teachers and librarians. I believe that the work of many societies, of the Chataqua Society, for instance, is very seriously handicapped because there is no adequate library within easy striking distance. And a lecture, or course of lectures that is not backed up by reading, is for the audience merely a debauch of words and wonders. For Homer was right. Words are winged—they are winged as they fly from the lecturer to his audience, and winged as they fly from the audience away. The only place where you have them fast is between covers on the printed page. Whether they shall do good or not is your greatest responsibility.

I will say in conclusion then that I believe thoroughly in the possibility and therefore in the necessity of educating the general public in literature. But I likewise feel that if college teachers and librarians wish to carry on this work to good issue there must be more sympathetic co-operation. We must follow that old motto of the tyrants, *Divide ut imperes*. But it is not a question here of dividing our enemies, for the people are always eager to learn and will meet us all on a friendly footing. We must divide only our responsibilities. It is for the teacher and lecturer to provide the introduction, for the librarian to make out of that introduction a lasting acquaintance. And it is in such a sense only that we must here divide our functions, that in this field we may be successful, that here we may rule.

## WHAT THE SCHOOL NEEDS FROM THE LIBRARY\*

BY ISABELLA AUSTIN, *Supervisor Primary Grades Public Schools, Tacoma, Washington*

A SHOP girl was eating her lunch at a restaurant. Said a friend, "Do you never carry your lunch?" "No," was the reply. "If I did some one would be sure to take me for one of them teachers!" Some one once asked an old lady how many children she had. The answer was: "Five; two living, two dead and one teaching school."

I dare not address you as "Fellow teachers" for fear you might resent it. I cannot say "Fellow librarians," as I have no right to the title. I am forced therefore to begin with the time-honored salutation "Ladies and gentlemen."

What the school needs from the library!  
I. Help for the teachers.

I gather from reading library journals that you complain of us in one of two ways.

(a) Perhaps you feel that we assume as teachers that you exist to do our bidding, to fly at our beck and call. I believe this grows out of the fact that we do not understand our mutual needs and dependence. It will be less a complaint as we grow to know each other better. I can speak for the teaching corps of Tacoma and assure you that we are mindful of your very substantial aid to us.

(b) On the other hand, we hear the complaint from the library that the teachers do not use the library enough. I believe I can see a reason for this, too. It is not that we feel self-sufficient, that we lack interest in any means that will aid us to best perform our duties. It is because you are a new institution and that we are passing through a change in our idea of the meaning of education.

In days gone by we carried on the school without libraries—we could do this as well as not because education meant *learning by rote*; text book learning alone.

This is, to my mind, the most important thing I have to say to you—we do not yet know you and our need for you.

In our school lives as children, in our normal training and later in our actual teaching we have not had you, and we do not yet realize your resources. To get this matter

before you definitely pardon my using my own case as illustration.

From beginning to end of my common school education—from first grade through eighth, I never saw a school or a public library. We had none, though I lived in a good-sized city in the Middle West. I learned what the text book told me; no supplementary reading (or rarely), no pictures, no objects. My training in reading and literature consisted in learning to keep my toes on a crack and my voice from falling on a question mark!

In high school I had very little but the regular text. Again memory work was the test. I remember well a boy who was my ideal. He learned his geography word for word and so recited it. If he sneezed or a door slammed and his flow of words (I use *words* advisedly) was interrupted he had to begin again. He was the show pupil in our class.

In college our instructors in science performed all the experiments for us while we looked on. When we went to the library we spoke to the librarian through a wire netting, and in our company manners asked for a book.

In the normal school which I attended there was a so-called children's library, but the books were all text books, and we were not taught how to help the children to use them. We had literature, but it was all about Hamlet's being or not being mad; none of it was taught in a way to make it a tool for the elementary teacher.

After all this I began teaching, with no knowledge of the resources of a library as an aid to either teacher or child, and I felt no need for such aid. What is true of me is true of thousands of other teachers.

You must make us feel our need for you. You must, if you please, intrude yourselves upon our notice. Generations of teachers who have worshipped at the shrine of the text book can in no other way be reached.

The ideals of education to-day are broader, our needs are greater, and you have the material to help us realize our needs.

The first thing to do is to go to the rescue

\* Read at Pacific Northwest Library Conference, Seattle, June 9.

of the normal schools. This subject has been covered in another paper, but allow me to suggest one thing.

In your zeal to help students learn how to use books do not neglect courses in children's reading. I have had many normal students prepare lists for me showing what they read, as children. Such lists often show that these prospective teachers did not have access to the books which we wish the children to know. They did not know the dear old things which were on the honor lists before we talked of children's literature. So teach literature, not children's literature, but literature for children. Then the teacher of the future will be partly of your making.

But those of us who have left normal school and are now actively engaged in teaching need you. Not all of the ideas which I will suggest are practical for any one library. Some are stolen from library journals and some are the result of consultations with teachers in Tacoma. Perhaps some of them will prove suggestive to you:

1. *Bulletins.* (I will take it for granted that the school supplies you with a course of study up to date, and with any outlines they may publish; that you are familiar with these and with the practical workings of the school. This latter from first-hand observation!) Ask for a definite place in each school building for your bulletin. On this keep a catalog of the library, up to date, new lists as they appear; matters of interest to teachers and children. (These need not be printed, they may be mimeographed.) In Tacoma the library furnishes us with lists of books arranged by subjects and grades. Lists of articles on education, especially those *not* in educational journals; lists of books on special reserve; lists suitable for special days. This last item is of special importance. Due to tradition and the influence of cheap educational journals we use much inferior material.

Keep the bulletin changing and alive!

2. At the library, if you can, have a special corner for the teacher and her reference books and periodicals. We ought not to ask for the reference books in our buildings. We should be willing to go to the library to read them. If you do allow some reference books to go out, I would suggest that one complete

set be kept *always* at the library. Where the library can afford it a case of sample text books is a great help to teachers. So many teachers in small places are entirely dependent on catalogs when choosing new books. As a normal teacher I was asked continually to suggest lists.

3. Teach us the use of the library so we may wait upon ourselves. In small places this can be done informally; in larger places in some stated way. Many people hate to ask for books that they would be willing to seek for themselves.

4. Give us teachers cards and make them as liberal as possible. We are selfish, however, and you will need to look out for us. Perhaps we make you think of the Dervish and the camel. From the library point of view I have learned that she commits the cardinal sin who takes all the references on a given subject and then sends a class to the library to look that subject up! We are thoughtless, I know, but we never see children in smaller groups than forty, and such a situation would cause us not a quail!

5. Guide us to the best in any given subject or line of work. If it is History, give us reliable History. Help us to find the best in nature study, and to find the literature which is akin to those other subjects. Give us the best in literature. Teach us that while we may send *children* to brief editions, we as *teachers*, must get our material from larger editions, first-hand editions where possible. Help and encourage us to adapt stories ourselves—to be dissatisfied with a fine story as "written down" in a third reader. By getting the stories this way we lose all the beauty of diction and often the meaning as well.

6. Lend us pictures where you can. They vitalize the work in geography, history, etc., in a way which is well worth while. We do not ask for expensive pictures like the Underwood—just magazine clippings will help. Some day we shall ask for lantern slides and moving pictures, but not yet. All these requests remind me of the sign which hung in the green grocer's window in my youth. "If you don't see what you want, ask for it." But remember we do not ask for all these goods in one consignment nor from any one library.



To return to the literature just a moment, give us that which will feed the imagination, a generous share of poetry. Do not "let us have" just the historical, geographical and soberly ethical. In this material age lead us out of the baldly practical into the ideal.

II. Help for the children is of two sorts. Indirect, through the teacher as agent. Direct, as you meet the children in the library building itself. A teacher to do her work best must study the environment in which her children live; must know their group peculiarities and their individual needs. I believe the same is true of the librarian. If you cannot make calls have mothers' meetings. Even tea I think is a legitimate part of library equipment. In Tacoma there is a certain earnest mother who had little chance for education when young. She has read her children's lessons with them, through all the grades. One day not long since a book agent left a small encyclopædia for her to inspect. Next day she met "teacher" and said: "You know I've read that book through and there ain't anything in it not in the children's books. I ain't going to buy it." Teachers and librarians, too, need the mother's co-operation.

1. *Class room libraries.* Lists made by teacher and librarian. The teacher knows the needs, the librarian knows how to supply the needs. Have these class libraries from first grade up, that all the children "may be exposed to books." One of our principals who has watched the matter of children's reading very carefully says that if he may have all the reading material he wishes for first, second and third grades the reading habit will ever after take care of itself. A caution here, be sure in any grade that the books are easy enough. We err in asking children, at times, to study what they cannot grasp. Don't you follow our custom. Make the books progressive from grade to grade. In upper grades, when lists are put into the children's hands, make the lists short, very good and annotate them (if at all) from the child's point of view.

2. *School libraries* give the children a broader outlook than the room collection alone. Here give us supplementary books and duplicate collections where you can. Mimeographed poems and other material are helpful if you have the time to prepare them.

3. *Branch libraries* near schools. In large places there must be these. Children cannot cover distances nor pay car fares. Considering the teacher's convenience alone, she would prefer the school to the outside branch library. But from the point of view of the child's future, his life after leaving school, the branch should be independent of the school. Keep the branch library up to your best standard, because your suggestions are taken without question by many teachers and practically all parents.

4. Of the story hour in school conducted by the librarian I will not speak, as it will be covered elsewhere. Only let me say that we count upon it very materially in Tacoma.

With regard to the child in the library you have a distinct advantage over us, I believe. You meet the child as he really is, though you may sometimes wish you did not.

It is years of tradition and artificial usage that makes the boy on hearing the school bell remove his cap, smooth his hair, put his gum in the corner of his handkerchief, turn his toes out, heave a long sigh, and with drooping eyes and meek expression find his place in line.

But there is no library tradition; it is yours to make. May you make it in accord with the child's nature! "The school represents the compulsory side of education, the library should represent its voluntary and attractive side." You meet the boy off duty and so should know him, as many a teacher never does. Again, the average life of the child in school is five years. Our time is short. Yours is indefinite! For these reasons then I envy you. We will during that five years make frequent occasions to send him to you. You hang on hard after you get him!

5. *Exhibits.* Where possible invite the children to general and special exhibits. They need not be elaborate or extensive. Children often get more from seeing a few things than from many. From these exhibits the children should be led to further study of the same subject in books; the exhibit is in a measure a bait.

6. *Lectures and talks* on school subjects with lantern slides or other pictures. These talks to be given by some one in the library and followed by visits to museum and book shelves. Such work is done in some cities

on school time, the teacher accompanying the children. It means a greater zest in the study of books; "one book" study makes us narrow.

7. *Story hour and reading circles.* This is too well known a method to need more than mention. Ought it not to follow a definite scheme according to the needs and capacity of the given group? I read of one librarian who is following local history with a group of boys. Take material that the school hasn't time for and that the children cannot digest alone. The story hours that so many of you give mean much to us. You cannot appreciate its results unless you come and see the children in school. They show an increased interest in their work, have a better background, better vocabularies and hence another means of self-expression. At these little gatherings take special pains with the child who never sees beyond the home except through books. A little boy at the Speyer School, New York, was once taken to Bronx Park Zoo. On his return he looked at a picture of a tiger hanging on the school room wall and said with great interest and surprise, "Why it can walk!"

8. In the loan department control the reading matter of the children wisely. Look after the boy who reads just one kind of books; the boy or the girl who reads too much. I like the idea of getting this latter class interested in constructive work. Teach such children to use books as a *motive* for something *active*. Let them see that their books have a vital relation to their occupations, such as gardening, building, etc.

Where possible issue the *whole* story. Let the child do his own skimming. Perhaps this doesn't meet your approval, but can't you remember how you hated the story which began nowhere and ended the same?

And just here I must stop, calling attention once more to our attitude towards you. I quote from a library journal: "The co-operation so much talked about is a theory on the part of teachers." I stoutly maintain that if you will be patient we will learn. It is not that we do not *need* you; it is that we have not *known* you. Give us just a little time. May I illustrate?

Two little boys in Tacoma needed operations for adenoids. The first boy returned

after his operation and the second one said, "Well, what about it?" Indignantly the disappointed one replied: "Don't you try it! It's nothing but a fake! I'm not a bit smarter to-day than I was yesterday!"

Teach the children, the normal student and the teacher, and in time all will be well.

#### LOUISVILLE FREE PUBLIC LIBRARY BUILDING

THE Louisville Free Public Library consists of a central library, five branches and numerous deposit stations containing a total of 121,607 volumes. Its forerunner was the Polytechnic Society of Kentucky, established in 1876, the name having been changed to Louisville Public Library in 1902. The latter maintained a free reading room and a subscription circulating library until it was merged into the Louisville Free Public Library through a 99-year lease in November, 1904. At that time the society owned property valued at about \$500,000, including some 60,000 volumes, a museum collection, some valuable paintings and statuary, and a five-story commercial building, on the fifth floor of which its library was maintained. The real estate was mortgaged for over half its value.

Immediately after the merger \$10,000 worth of alterations were made on the library floor of the commercial building mentioned to provide for the various departments of the new free circulating library, which was opened in May, 1905, and conducted in those quarters until it was moved to the new building in July, 1908.

In 1902 Louisville accepted from Mr. Andrew Carnegie \$250,000 for a central library building; in 1906 it accepted \$200,000 additional for branch libraries, of which four are completed, the fifth is under construction and three more are contemplated. Ground was broken for the central building in August, 1905, and it was opened to the public less than three years later, in July, 1908. The architects, Pilcher & Tachau, of New York, were selected by the Board of Trustees through a competition, the program for which was prepared by the former librarian, Mr. A. H. Hopkins, with the advice and assistance of Professor William R. Ware, of Columbia University. The plans as finally adopted were changed entirely from those on which the award was made in the competition.

The location is just on the edge of the residence section, one block from the center of population, one block south of Broadway, the leading thoroughfare east and west, and between Third and Fourth streets, the chief thoroughfares north and south. The site, which cost \$110,225.52, is 420 feet on the

south, facing Library Place, 247 feet on the east facing Third street, and 217 feet on the west facing Fourth avenue, an area of about two and one-fourth acres. One of the chief problems presented was how to utilize this site to the best advantage, considering the amount of the building fund and the objects to be accomplished.

The general outlines of the present building are due largely to the advice and assistance of Mr. Melvil Dewey and Mr. W. R. Eastman, in whose offices the chairman of the Building committee, Mr. Owen Tyler, the architect, Mr. William G. Tachau, of the firm of Pilcher & Tachau, and the librarian, Mr. William F. Yust, met for consultation.

The main part of the building (274 x 42 ft.) faces south; the rear part (77 x 74 ft.) extends from the central portion of the main at right angles, giving a total depth of 119 feet through the center from front to rear. The building therefore covers 14,896 square feet, or less than one-sixth of the site, which leaves abundant open space on all sides for light and future expansion.

It has two stories and a basement, also a third story suitable for storage over the central portion. It is built of Bowling Green, Kentucky, limestone in Louis XVI. style of architecture. The construction is fireproof throughout; the roof is of copper and all windows and glass partitions are plate glass.

The public rooms are all in the front or main part; in the rear is the stack room with administration rooms around it on the main and basement floors. Each floor of the main part of the building has a wide corridor on the south side; on the main floor it is short, connecting the open shelf and the reference rooms; on the basement and second floors it is long.

The west wing of the basement contains an assembly room, dark room, janitor's room, and place for the vacuum cleaning machinery; the east wing has a newspaper reading room and a large room where museum material is now stored, but which will later be used for public documents and bound newspapers. In the center of the basement is the fan room.

On the main floor the entire west wing consisting of a single room (98 x 38 ft. — 3724 sq. ft.) is devoted to open shelves, the east wing of the same size to reading and reference. The second floor west wing contains the children's room (88 x 38 ft. — 3344 sq. ft.) with a teachers' room (29 x 23 ft.) adjoining; in the east wing is a class room and an art room. In the center of the building between these two wings is the delivery room extending from the first floor up through the second.

The stack room (56 x 40 ft.) is immediately back of the delivery room. Surrounding it on the other three sides are two floors of administration rooms. On the basement floor

extending around it from left to right are the bindery room, a place for receipts and shipments, storage and supplies, and staff rooms. On the main floor are the librarian's room and other offices and the order and catalog departments. The first three stack floors are lighted through the administration rooms, in which the windows are specially large.

Although it is evident from the arrangement of rooms and the simple style of the architecture that utility has been the chief consideration, yet the building is not without its ornamental and artistic features. The first of these is the main entrance with its stately fluted columns, its elaborately carved frieze and its commanding pediment.

Through the vestibule and corridor one enters at once the main delivery room (42 x 27 ft.) designed in the style of Louis XVI., the only room where special efforts have been made both in architecture and in decoration. The floor is in marble sectile, and the walls, piers and columns are revetted with marble to the height of six feet three inches. The front of the delivery desk is also marble. The walls are finished in an ivory tone. The room is two stories in height and is covered with a four-centered vault, the ceiling of which has an opalescent dome light with an ornamental border of deep rich color. The vault is supported by engaged fluted columns of the Doric order. The south and north sides of the vault are pierced with five semi-circular penetrations, which provide outlook upon the room from the upper stack tiers and from the second floor corridor. The arches of the pediments rising from the capitals unite in a series of graceful curves with the arched dome.

At each end of the room is a wide marble stairway of two flights to the second floor, with handsome railings of ornamental iron designed from the Nancy prototypes. On the walls above the stairs are two lunettes painted on canvas, consisting of allegorical figures which symbolize commerce and industry, education, science, art, literature and history.

The walls of the public rooms are finished in olive grey green with ivory ceilings. The large wall space in the magnificent reference and open shelf rooms provides a fine opportunity for exhibiting to advantage the library's numerous and valuable paintings, which were refinished at great cost. The furniture is in keeping with the dimensions and the imposing character of the two rooms. The result is a simple beauty and dignity which is impressive and enduring.

At the head of the stairways are two beautiful statues, one the original of Canova's Hebe, the other a copy of the Venus de Medici by the Kentucky sculptor, Joel T. Hart. These stand in the second floor corridors, which at the farther ends give a

pleasing touch of high coloring in Pompeian red. The art room at the east end is being temporarily used for exhibits under the auspices of the Louisville Art Association.

At the west end is the children's room. The furniture, all specially designed, the graduated tables and chairs, the low shelves, broken at intervals by window seats and surmounted by hinged bulletin boards covered with pictures, all together produce an impression of great attractiveness.

The library does not have its own power plant. Heat and electric current are obtained from a neighboring apartment house. Steam heat, direct radiation, circulation by exhaust, is employed in the rear wing; the front or main part of the building containing all the public rooms has indirect radiation; the fresh air after passing through the air washing apparatus and over the heating coils is driven to the various rooms by means of a large fan.

The stack construction is the Green stack and the Sneed shelf. The uprights are of cast iron finished in French gray enamel paint; the shelves are of light skeleton grating and rolled steel finished in black japan. The stack room has five floors, the bottom one of marble, the other four of rough plate glass. The two rows of ranges are placed 4 ft. 6 in. on centers, which gives 2 ft. 8 in. passage between ranges, a 4 ft. aisle through the center of the stack, and a 3 ft. aisle along each side. A range contains five compartments, each 3 ft. long, 20 in. wide and 7 ft. 6 in. high, which gives 243,000 lineal feet of shelving. The stack will therefore hold 240,000 volumes, the open shelf room 20,000, the reference and children's rooms each 10,000, which with shelving in other rooms provides a total present capacity of 300,000 volumes.

There are stairs both at the front and at the rear of the stacks. At the rear is an electric elevator with automatic push button control. At the front, 14 feet from the delivery desk, is an electric book hoist with similar control. A shaft is provided near the main entrance for the possible future installation of a passenger elevator.

A suitable place for a table and chair for special students is provided on each stack floor, where all the books on a subject may be examined without taking them to the public reading rooms. There are also portable shelves which may be attached to any regular shelf to form a ledge for the convenient consultation of books.

The electric light fixtures in the delivery room and first and second floor corridors are massive and ornamental; in the reading and work rooms they are of simpler design. In most of the ceiling fixtures Tungsten lamps are used. In the reading and reference, open shelf and work rooms the plan of individual table and desk lamps is carried out, only a

small amount of overhead lighting being provided, sufficient for general illumination. Special bracket lights are placed at the top of all shelving in the public rooms. In the stack room the light switches are of the two gang type, so arranged that they control not only the lights on a given floor, but also the corresponding lights on the floor below. This makes it possible to light the bottom as well as the top shelves on each floor.

The furniture is of specially selected white oak, plain and dignified in design, and in order to match the woodwork of the building is finished in a rich brown shade. The figure of the quarter sawed oak is very beautiful. All shelving is of wood except in the stack. The magazine racks in the reference room and the cabinet for filing pictures in the children's room are especially complete in equipment for convenient use.

The floors of the public reading rooms are covered with cork carpet, "A" quality, finished with two coats of varnish. This fills the pores in the upper portion of the carpet without destroying its resiliency and leaves a smooth surface. The result is a very durable floor covering, which is practically noiseless, attractive in appearance, sanitary and easily cleaned.

A vacuum cleaning system is installed in every room. The vacuum pump is located in the basement and is run by electricity; from it seven galvanized iron pipes extend up to the top floor; each riser has an outlet on each floor for the attachment of a rubber hose with which any part of the building can be reached. The renovator equipment consists of various devices with brushes for cleaning the floors, walls and books. All windows are equipped with metal weatherstrips.

The library has a trunk line and a private branch exchange from each of the two local telephone companies, both of which are used as house intercommunicating systems with stations in the various departments. This gives each department direct telephone communication with all other departments, with all the branch libraries and with every telephone user in the city.

The clocks in the various rooms are regulated by the electric clock in the delivery room, which receives standard time hourly from the United States Observatory.

Among the important features are (1) Openness of construction and absence of unnecessary partitions. This lessens the cost of construction, of supervision and of possible future alteration, and gives greater beauty, dignity and impressiveness as well as better light and ventilation to the rooms. An example of this feature is the reading and reference room, which contains the reference books proper, current and bound periodicals and the collection of standard authors, groups entirely separated in many libraries. There are three 5-foot passages constantly open be-



tween the delivery room and the stack. There is no partition to separate the stack from the catalog room or from the bindery room. Between the staff rooms and the stack there is ground glass, between the offices and the stack there is transparent glass.

(2) Compactness of arrangement. From the delivery desk it is only 32 feet to the outside entrance door, 9 feet to the book stack, 14 feet to the public catalog, 16 feet to the catalog room and 21 feet each to the reference room and open shelf room. Most of the departments not only adjoin the stack, but are also close to one another. The public catalog is at the central point touching the catalog, delivery and reference rooms. The chief factor in producing this maximum of compactness is the location of the stack room with administration rooms around on all sides.

(3) Lighting the first three stack floors through the administration rooms. The plan is entirely successful even on the first floor, about which there was some doubt until it was tried. Windows in general are numerous and large, so that the natural light in all rooms is abundant.

(4) Large amount of open space around the building, even though it is very near the center of population. This amounts to almost two acres, not including the streets and sidewalks adjoining on four sides. These grounds have been beautified in accordance with plans prepared by Olmsted Brothers, the well-known landscape architects. The resulting effects, especially when the trees and shrubs have been planted, will be that of a small interior park.

The entire plant, not including books, paintings and the museum collection, represents an investment of \$434,326.37, divided as follows:

Site.....	\$110,225.52
Improving grounds.....	8,964.39
Building proper.....	255,550.13
Steel stacks.....	35,434.00
Interior decoration.....	3,060.00
Light fixtures.....	6,594.38
Furniture and furnishings.....	14,498.04
Total.....	\$434,326.37

For the site \$16,905 was subscribed by 67 citizens and firms, and the remainder was paid from the general library fund. Mr. Carnegie gave \$250,000 for the building. The funds for the other items were raised by increasing the mortgage on the building and real estate of the old Public Library.

The beautifying of the grounds and the reconstruction of adjoining streets has just been finished. The first floor plan and an exterior view of the building accompany this article. In some respects the building is unique. As a whole, it is excellently arranged and well adapted to supply the library needs of a great and growing city.

WILLIAM F. YUST, *Librarian*.

## THE MEDICAL LIBRARY AND ITS CONTENTS.\*

By JOHN W. FARLOW, M.D., *Librarian of the Boston Medical Library, Boston, Mass.*

Reprinted from the *Aesculapian*, December, 1908

THE kind invitation to address you this evening brings to me the very vivid impression that I have but very little of interest to say to you. I shall, however, avail myself of the thought that those who are interested in the same thing are, or may be, interested in each other; and I may certainly take it for granted that we are all interested in getting together the medical literature of the world and housing it in such quarters and in such ways that it will be available for the pleasure and profit of all who wish to consult it. We have only to contemplate what a tremendous loss it would be to the medical profession of New York if this beautiful Library and that of the New York Academy of Medicine were destroyed by fire, to recognize that the gathering together and safeguarding of these valuable collections are of paramount interest to the whole community. To the student, the recent graduate, the busy practitioner, to all, these libraries furnish the means of knowing what has been thought and done by the great Masters of Medicine in the past and also the very latest theories, suggestions and experiments from the hospitals and laboratories all over the world.

The medical library has, in many ways, a very different purpose to fulfill from the law library. This fact was brought forcibly to my notice by a visit to the Harvard Law School in Cambridge. I was anxious to learn something of the workings of the so-called "Case System," now very much in favor, and for that reason I attended some of the lectures of the Law School. The student, called upon by the professor to discuss a given case before the class, often cited references and quoted authorities dating from several centuries ago, the underlying principles having continued to be of great influence up to the present time. Decisions of last year or last month seemed to be of no importance unless they harmonized with what had been held true for many years.

In the Law Library I asked to be shown the files of current periodicals, hoping to see evidence of recent activity of thought, of change, but I failed to find more than a meagre number of journals, and these seemed to be considered of no particular importance. When I compared this with hundreds of journals which the large Medical Library is obliged to take, and when I recalled how eager our readers are to have the very latest journals, even requesting that they come by the fastest European steamers, and often ask-

\*Address before the Medical Society of the County of Kings, Brooklyn, N. Y., April 21, 1908.



ing to consult them before there has been time to collate and catalog them, I was impressed with the great differences in the character of the literature of the two professions; the law student seemed to judge the present by the past, the medical student to ignore the past and reach out into the future.

In this search after new facts there has been a great tendency to neglect the underlying truths which have existed in medicine for centuries. The study of the history of medicine has received but scant attention, not at all what it deserves. In very few medical schools is any such instruction given, the already crowded curriculum being alleged as the reason. There has recently, however, been shown much greater interest in the subject, and a number of periodicals devoted to this most important subject have lately appeared. Our libraries should, and many do, contain valuable material for such study, and it should be their special province to gather together all that relates to local medical history and biography. It is astonishing how difficult it is to find any but the most meagre details of the lives of the medical men in this country. The work that Dr. H. A. Kelly is doing in that direction should prove of great value. That library should make a special point of medical history and biography and should have a collection of portraits of medical men and a card catalog showing in what book, journal or pamphlet such portraits can be found.

Some of the most important literature in modern medicine appears in the form of monographs and theses in German or French, and these can generally be consulted only in the original. In this country, the monograph has had but a very small place owing to the difficulties and expense of publication; but since the establishment of the Carnegie, Rockefeller and other institutions and the greater attention paid by our large universities to post-graduate and other higher branches of education, we are beginning to get in our libraries very worthy rivals of what we had always been obliged to look for in Europe. I am very glad to learn that the *Journal of Nervous and Medical Diseases* is making arrangements for the publication of a series of similar articles in this country. The cost of making plates for the illustration of scientific articles has always been much higher here than in Europe, but the recent advances in photography have brought about most excellent results at much lower prices.

In England the Sydenham Society felt the importance of bringing this kind of foreign literature to the service of English readers and published a long series of translations of the most important works; but in the progress of English scientific medicine, and with the establishment of laboratories and institutions of research, the need of such publications apparently no longer exists, and the Society is contemplating giving up its work in that direction.

A point which a large collection of valuable monographs, theses and periodicals brings to the front, is the importance to the consulter of such literature of a good reading knowledge of French and German. I often hear it said that it is no longer necessary to go to Europe for a good training in medicine, because the education to be obtained here at our best universities is as good as can be obtained in any other country. Without discussing the merits of such a statement, it is certainly not open to question that the recent graduate who adds to his strictly medical training the ability to read the scientific articles that appear in the periodicals and transactions published in Paris, Berlin, Munich, Vienna and the accounts of the work done in the anatomical, pathological and pharmaceutical institutions of France and Germany must certainly be much better able to keep in close touch with great thinkers of the medical world than the one to whom this great mass of knowledge is available only through incomplete abstracts or delayed and faulty translations. Those of you who have seen some cherished article, to the preparation of which you have devoted much time and thought, bandied about from one journal to another, abstracted, and translated into a foreign language, will appreciate how far the final product is from what issued from your own brain. It has always seemed to me advisable that the recent graduate should, if possible, before going into practice, take a vacation of several months, go to Germany and France, and spend the time in acquiring in the country such a knowledge of the language as will convince him at least that these are not dead languages, like Greek or Latin, but are very much alive.

Since about 1880 there have been started in this country a great number of national and special societies, whose proceedings are very important for a library to possess. Some of the best American work appears in these volumes. The transactions of the National and International Congresses are also filled with very valuable material and libraries should make a special point to get complete sets of all of them.

There is much use made of the *Centralblätter*, or abstracts of all that is published in the various divisions of medicine. As a new subject assumes importance or tends to become differentiated from some other, its own *Centralblatt* appears.

The text book, soon out of date, with its revisions and new editions striving to keep up with the procession, is generally spoken of by librarians in a very disparaging way, but I feel that it is somewhat maligned. It is much used, not only by the student but also by the practitioner, and although much of it may be mere compilation, still, in many ways it represents the experiences of everyday practice, and, if carefully and honestly thought out, has a definite, even if an ephemeral value. Their disadvantages are that

they are generally bulky, are soon antiquated, cost money which would be better spent for works of more permanent value, and the numerous editions take up much needed room on the shelves. Still, I think there is very much truth in a sympathetic editorial which appeared in the *Boston Medical and Surgical Journal* for Nov. 7, 1907. It closes with these words: "There is no question that the estimate of a book at the hands of an expert in the subject under consideration would be far different from that of the practitioner, who, in the endless details of his practice, is eager for a clear and even commonplace presentation of the subject. Much illiberality in the reviewing of books is apparent. They are dismissed often with a few words and with the insistence on the fact that they are superfluous. It would be well to recognize the palpable fact that what is superfluous for one man is a necessity for another, and that many text-books are good just in proportion to the number of physicians they benefit. For our part we welcome new books, recognizing that some of them are excellent and most of them useful. We are strongly disinclined to condemn a book simply because it is a repetition of what has already been said; on the contrary, every encouragement should be offered to writers of books, in the hope that ultimately results will appear which could be obtained by no means requiring less active competition."

I do not need to emphasize the importance to the library of its periodicals. They are universally recognized as the backbone of its collections, and every effort should be made to have as complete sets as possible. There is, however, great difficulty in securing missing numbers of most American journals. There are but very few second-hand dealers here who make any point of medical literature and issue catalogs. In fact it is much easier to secure odd numbers and parts of sets of foreign journals by ordering of European dealers, than it is to get the missing numbers of many of our own journals.

I sincerely trust that the great increase in the number of medical libraries which has taken place in the United States in the last few years will stimulate the second-hand dealers in all the large cities, to collect, arrange and catalog the great mass of American medical periodicals which are now so often turned over to the waste paper man. The cost of sending such material long distances makes it important that there should be places in all parts of the country for dealing in these odds and ends which physicians, publishers and libraries may have to dispose of.

A medical library should endeavor to have as many bibliographies as possible, for they are of great service as time savers when looking up any given subject, but only when they are carefully compiled and verified. I have thought that the proofreading of references, especially, of those to a foreign language, is

not carefully enough attended to, an explanation, but not an excuse, being that they are in small type, much abbreviated and have accents and marks not used in English. It is most advisable to make use of the abbreviations employed in the *Index Catalogue of the Surgeon-General's Library*.

I would like to say a few words in regard to the most valuable medical reference work that exists, whose place no substitute has been able to fill, a universal helper in all countries and in all languages. I refer, of course, to the *Index Medicus*, the monument of Dr. J. S. Billings, for which he deserves the gratitude of the entire medical and scientific world. Its only drawback is the frequent intimation that its publication may be suspended from lack of support by the medical profession. For twenty years it was of the greatest possible value, then came a gap of four years when we were all at sea and the literature of those years is to a certain extent buried, with no key to its hiding place.

In order for the *Index Medicus* to be of substantial service to the physician, he must have access to the libraries which contain the books and journals referred to. This limits its use to those who live in or near large cities. The doctor's library is generally made up of a few standard text-books and some of the important journals in English. If a specialist, he may have a fairly complete list of the current literature on his own subject, but nothing more, and he soon learns that many references even to special subjects are to be found in general treatises or journals, so that the specialist as well as nearly every general practitioner is obliged to go to the medical library for his reference, and there he finds the *Index Medicus*, perhaps several copies. If he finds at the library what he needs and what he cannot use at home he naturally does not subscribe to the *Index Medicus*. This leaves as subscribers medical, scientific and some general libraries and those physicians who from loyalty or public spirit are glad to contribute toward the support of what they consider to be of inestimable value to the profession as a whole. The number of these individual subscribers, we are told, is not large enough to prevent a great part of the expense of publication falling upon the Carnegie Institution. We are all sorry to admit this fact, but can we not urge upon the Carnegie trustees that there is nothing they can do with the funds at their disposal of more value to the medical profession than the making possible the continued existence of this most helpful journal? The research work which they encourage in all parts of the country is facilitated to a considerable extent by the references to other research work found in the *Index Medicus*. The machinery for publication is established and material is continually pouring into Washington. Can the trustees do a greater amount of good with the money which they are obliged to

spend each year for its benefit? The medical profession is not unappreciative of its value; on the contrary, they recognize it fully, but for various reasons, some of which I have mentioned, they, most unfortunately, do not come to its aid as they most assuredly ought to.

I have occasionally received letters asking as to the advisability of having a medical library a branch of a general library. I do not think it at all desirable, because medical books and journals are of such a nature that they are not of general interest and special regulations have to be made for their consultation. Consequently appropriations for the purchase of such books are grudgingly made, and, as the general library grows, the medical department is sure to suffer and is considered rather of an incubus. It is better for the doctors to have their own quarters and manage their own literature, even if at first the progress seems slow.

Judging from my own experience, I should say that the tendency of libraries in a city is to recognize the most prosperous and active medical library as the proper one to be the custodian of all their medical literature, and to this library they gradually send their medical collections. This is for the benefit of both parties. As an illustration of this let me refer to an article by Mr. Huntington in the *Medical Library and Historical Journal*, vol. 2, 1904, on "The library movement in the United States." In a list of medical libraries in the different cities he gives as those of Boston:

1 Boston Athenæum Medical Dept.	1,500 vols.
2 Boston City Hospital	3,746 "
3 Boston Medical Library	35,000 "
4 College Physicians & Surgeons	500 "
5 Massachusetts General Hospital	6,000 "
6 Boston Public Library	20,235 "
7 State Board of Health	3,500 "
8 Tufts College Medical School	675 "
9 Harvard Medical School	2,279 "

Let us look at the status at the present time. The following have deposited their medical books in the Boston Medical Library:

Boston Society for Medical Improvement.  
 Boston Society for Medical Observation.  
 Boston Dispensary.  
 Gynecological Society of Boston.  
 Roxbury Athenæum.  
 Boston Athenæum.  
 Harvard Medical School.  
 Harvard University.  
 Cambridge Public Library.  
 Tufts College Medical Library.  
 Waltham Public Library.  
 Boston Public Library.

Some books have also been received from the City Hospital and the Board of Health, thus leaving practically merely the working libraries necessary for the large hospitals and the department collections of the medical schools.

Those who take an interest in medical literature and have the facilities for caring for it are the ones who should be entrusted with the charge of large collections of such works. Physicians and surgeons who have been connected with hospitals often leave their books to the hospital library. This seems to me to be much less desirable than that they should give their books, and especially their monographs and pamphlets, to the large library, which is open to all. The hospital library is necessarily small, is private and can grow only by discarding its older books.

As medicine assumes a more scientific basis the librarian has to add to his already large list of periodicals many that had hitherto been considered as having a place only in general or scientific collections. The term "biology" has come to have a very important and practical relation to medicine, and is no longer the sole property of the botanist and zoologist. In fact, the Boston Medical Library receives occasional calls from students of the Museum of Comparative Zoology in Cambridge for books and journals which a few years ago would have been considered quite outside the scope of a medical library. The development of mental science and psychology has brought with it the important question of deciding how far the medical library should go in the purchase of books treating on these subjects. The border line between them and medicine is surely changing very rapidly, and the neurological student is presenting his list of references which encroach more and more on what was recently thought to be pure psychology without practical medical bearing.

The former alleged antagonism between science and religion has certainly received some hard knocks of late, and the various forms of faith cure, Christian science, mental healing and psychotherapy, have compelled the librarian to add works on these subjects to his already crowded shelves. The recent appearance of such a journal as the *Zeitschrift für Religions Psychologie* (the borderland between theology and medicine) shows that this matter is receiving, and will continue to receive, serious consideration in medical literature.

The interest in tropical medicine has resulted in adding an almost entirely new section to the library, and the transactions of the laboratories which make a special study of such diseases, and the journals dealing with the subject, are of great value. Works on comparative anatomy, physiology and pathology are acquiring a very important position on account of the development of bacteriology and the more scientific study of disease and health in a broad way. Books on veterinary medicine which were formerly supposed to be of interest to no one except the horse doctor, redolent of the stable, are now called for by the students of scientific medicine.

Where all these expansions and branchings

out will lead to or where they will end is a very difficult question to answer. It would seem that, although medical literature is being gradually turned out of the general library, it is progressing in so many directions that it is assuming a much more extensive relation to the community at large than ever before and is less restricted to practitioners of medicine. This fact imposes on the medical library the duty of opening its rooms, under certain restrictions, to the general, non-medical public; it means a much greater use of its books, a much larger interest in its success and consequently a more important position in the educational world.

All this increased growth requires more money for books and still more for cataloging and maintenance but money is not all that is needed in order to add to the value of a library. There is a great mass of material relating to medicine which never comes into the market at all but which could fill a very important place. Every physician has in his possession pamphlets, newspaper clippings, photographs of medical men, medical schools and buildings, biographical notes, autographs, etc., which are either soon thrown away or become destroyed by improper care. Numbers of out of the way journals are consigned to the junk dealer as old paper without a thought that they may be just what is wanted to fill a gap in a set at the library. It is better to send all such miscellaneous material to the library and let the librarian be the judge of what is of value. It may be that the copy of a book or journal which the library possesses is incomplete, some pages or the index may be missing, and the book sent in may replace the imperfect volumes on the library shelves.

There is another point which I would like to mention and that is the advisability of the doctor's giving to the library during his life the books and journals which he wishes to contribute rather than deciding to leave them after his death. Very possibly nothing definite is said in his will about the disposition of his medical books, and his library is scattered or falls into the hands of those who have not the same interest in giving to the library that he had. If, on the other hand, he places in a library, during his life, such books as his interest and generosity dictate, he can at any time have all the use of them that he wishes, and they are accessible as well to his medical confreres, who will be impressed with his generosity and perhaps be led to follow his example.

I am glad to speak of the action of the Boston Orthopedic Club. They have made an arrangement with the Boston Medical Library by which they get together all the monographs, theses, reprints, etc., on orthopedics which they can and deposit them in the Library. They have also added a large collection of X-ray plates. They furnish references and make suggestions to the librarian in regard

to the purchase of books, and one of their number has given a sum of money with which to buy foreign theses.

In these days, when the younger men of the profession are showing great activity in all the different specialties, I feel that the example of the Orthopedic Club needs only to be mentioned in order to be followed by similar clubs interested in other branches of medicine.

I have endeavored to point out to you some of the many directions in which the medical library is developing and how it is coming more and more to be an important factor in aiding the general welfare of the community. It is growing away from the narrow confines of the mere practice of medicine and is occupying a much broader field. It should endeavor to furnish to its readers the newest and the latest in medicine, but it should not forget that the present depends upon the past and not upon the future, and should make very earnest effort to secure what relates to medical men and matters of times gone by. The active co-operation of the medical men of the community is a great factor in helping the library to supply whatever sort of medical knowledge is demanded of it.

#### BEST BOOKS OF 1908

THE result of the general vote for the 50 books of 1908 to be chosen first for a village library, in which New York librarians and some others who had indicated their interest were invited to take part, is given below. It is inevitable that a popular vote based, theoretically at least, on actual knowledge of the books recommended, where most of those participating have had no opportunity to examine more than a small proportion of the output of the year, will be unsatisfactory in its result, and the list below should not be mistaken for the deliberate, balanced recommendation of the librarians of the state. The State Library will issue later its annotated list of 250 books of 1908 recommended to small libraries:

#### REFERENCE BOOKS AND BIBLIOGRAPHY

New international year book: a compendium of the world's progress for the year 1907; ed. by Frank Moore Colby.

Carnegie Library, Pittsburgh. Classified catalogue of the Carnegie Library of Pittsburgh, 1902-6. 2 v.

National Association for the Study and Prevention of Tuberculosis. The campaign against tuberculosis in the United States . . . a directory of institutions; comp. by P. P. Jacobs.

De Bekker. Stokes' encyclopedia of music and musicians: covering the entire period of musical history from the earliest times to the season of 1908-9.



## PHILOSOPHY AND ETHICS

- Abbott. On the training of parents.  
 Ross. Social psychology: an outline and source book.  
 Royce. The philosophy of loyalty.  
 Abbott. The home builder.

## RELIGION

- King. The seeming unreality of the spiritual life.  
 Barton. Daybreak in Turkey.  
 Clarke. A child's guide to mythology.  
 Lodge. Science and immortality.

## SOCIOLOGY AND EDUCATION

- Lowell. The government of England.  
 Taft. Present day problems.  
 Corbin. Which college for the boy?  
 Cronau. Our wasteful nation.  
 Palmer and Freeman. The teacher.  
 Coolidge. The United States as a world power.  
 Hunter. Socialists at work.

## NATURAL SCIENCE

- Serviss. Astronomy with the naked eye.  
 Emerson and Weed. Our trees: how to know them.  
 Huntington. Poison ivy and swamp sumach.  
 Lowell. Mars, as the abode of life.  
 Rogers. The shell book.  
 Weed. Wild flower families.  
 Miller. The bird our brother.

## USEFUL ARTS

- Fagan. Confessions of a railroad signalman.  
 Worcester, McComb and Coriat. Religion and medicine.  
 Gulick. Mind and work.  
 Bailey. The state and the farmer.  
 Butterfield. Chapters in rural progress.  
 Burrell. Living on a little.  
 Richards. The cost of cleanness.  
 Williams. How it is made.

## FINE ARTS

- Caffin. A child's guide to pictures.  
 Upton. The standard concert guide.  
 Weitenkampf. How to appreciate prints.  
 Jenks. Photography for young people.  
 Hofmann. Piano playing.  
 Krcchbiel. Chapters of opera.

## AMUSEMENTS AND SPORTS

- Winter. Other days: being chronicles and memories of the stage.  
 Glover. "Dame Curtsey's" book of guessing contests.  
 Johnston and Chapin. Home occupations for boys and girls.  
 Rhead. The book of fish and fishing.

## LITERATURE

- Kennedy. The servant in the house.  
 Keller. The world I live in.

- Crothers. By the Christmas fire.  
 Stevenson, comp. Poems of American history.  
 Lounsbury. The standard of usage in English.  
 Doyle. Through the magic door.  
 Ripplier. A happy half-century, and other essays.  
 Van Dyke. The house of Rimmon: a drama in four acts.  
 Burroughs. Leaf and tendril.  
 Herford. Monologues.  
 Humphrey. Over against Green Peak.

## DESCRIPTION AND TRAVEL

- Van Dyke. Out of doors in the Holy Land.  
 Brooks. As others see us.  
 Higginson. Alaska, the great country.  
 Johnson. Highways and byways of the Pacific coast.  
 Hornaday. Camp-fires on desert and lava.  
 Ruhl. The other Americans.  
 Howells. Roman holidays.  
 Sidgwick. Home life in Germany.

## HISTORY

- Cromer. Modern Egypt.  
 Page. The Old Dominion: her making and her manners.  
 Laut. Conquest of the great Northwest.  
 Thwaites. Wisconsin.

## BIOGRAPHY

- Palmer. Life of Alice Freeman Palmer.  
 Greenslet. Life of Thomas Bailey Aldrich.  
 Morgan. Abraham Lincoln, the boy and the man.  
 Jones. Thomas Alva Edison.  
 Terry. Story of my life.  
 Page. Robert E. Lee, the southerner.  
 Wilstach. Richard Mansfield.

## FICTION

- Fox. Trail of the lonesome pine.  
 Churchill. Mr. Crewe's career.  
 Smith. Peter: a novel of which he is not the hero.  
 Ward. The testing of Diana Mallory.  
 Johnston. Lewis Rand.  
 De Morgan. Somehow good.  
 Mitchell. The red city.  
 Brown. Rose MacLeod.  
 White. The riverman.

## JUVENILE

- Montgomery. Anne of Green Gables.  
 Adams. Harper's indoor book for boys.  
 Pier. The new boy: a story of St. Timothy's.  
 Onken and Baker. Harper's how to understand electrical work.  
 Plummer. Roy and Ray in Canada.  
 Howard. Famous Indian chiefs I have known.  
 Camp. The substitute: a football story.  
 Carpenter. How the world is clothed.  
 Finnemore. England.



## SCOTTISH LIBRARY ASSOCIATION

On Feb. 13th the Scottish Library Association, which was formed at Glasgow in September, 1907, held a largely attended meeting in Glasgow under the chairmanship of Mr. F. F. Barrett. In October, 1908, at a meeting held in the Board room of the Edinburgh Public Library, the association was constituted, though the adoption of constitution, rules and regulations was postponed in order to give every member a voice in the matter. The membership was then reported as 65 and has since grown to 78, of which number 36 come from Glasgow, 14 from Edinburgh, 4 from Aberdeen, 3 from Dundee, and the other 21 librarians and assistants from other parts of the country. The question of affiliation with the Library Association seems a matter for consideration.

## LIBRARY WEEK AT LAKE GEORGE

## NEW YORK LIBRARY ASSOCIATION

The 10th annual meeting of the New York Library Association will be held the last full week in September, 20th-27th, at The Sagamore, Lake George. The attractions of this most beautiful spot proved to be so great that all those who went last year hoped to go again, and no better recommendation than this can be offered for those who did not go last year. The following rates for board and room have been fixed: Two in a room, without private bath, \$2.50 per day, or \$15 per week, each; one in a room, without private bath, \$3 per day, or \$18 per week; two in a room, with private bath, \$3 per day, or \$18 per week, each; one in a room, with private bath, \$3.50 per day, or \$21 per week. Those who remain less than a week must of course expect to pay at the daily rate. Rooms will be assigned in the order of application, so the advantage of an early application is apparent.

The use of tennis courts, golf course and boats is tendered free of cost to members of the conference.

## RAILROAD RATES

A rate of a fare and three-fifths, on the certificate plan, from points in New York state, has been secured for those attending this meeting. Tickets may be bought and trunks checked direct to Hotel Sagamore, Lake George, N. Y. Steamers connect with trains at Lake George station. Tickets and certificates may be obtained not earlier than September 16, nor later than September 22. When purchasing the going ticket, request a certificate, *not a receipt*. Present yourself at the railroad station for ticket and certificate at least thirty minutes before departure of train on which you begin your journey. *Certificates are not kept at all stations.* If

you inquire at your home station, you can ascertain whether certificates and through tickets can be obtained to place of meeting. If not obtainable at your home station, the agent will inform you at what station they can be obtained. You can, in such case, purchase a local ticket thence, and there purchase through ticket and secure certificate to place of meeting. Immediately on your arrival at the meeting, present your certificate to Mr. Edwin White Gaillard, treasurer. It has been arranged that the special agent of the Trunk Line Association will be in attendance to validate certificates on Sept. 23d and 24th. A fee of 25 cents will be charged for each certificate validated. Those arriving at the meeting and leaving for home again prior to the special agent's arrival, or arriving at the meeting later than Sept. 24th, after the special agent has left, cannot have their certificates validated, and, consequently, will not get the benefit of the reduction on the home journey. To prevent disappointment, it should be explained that the reduction on the return journey is not guaranteed, but is contingent on an attendance at the meeting of not less than one hundred persons holding regularly issued certificates obtained from the ticket agents at starting points, showing payment of full first-class fare if not less than 75 cents on going journey. If the necessary minimum of 100 certificates are presented to the special agent, and your certificate is duly validated, you will be entitled, up to and including Sept. 30, to a continuous passage ticket to point at which certificate was issued, and by the route over which you made the going journey, at three-fifths of the first-class limited fare.

## TRAIN AND BOAT CONNECTIONS

Train schedule for New York State Library Association meeting at the Hotel Sagamore, Sept. 16th to 27th, 1909. *The following information should be verified when purchasing ticket, as time tables are liable to change without notice:*

Trains from Albany over the D. & H. connecting with the steamer at Lake George station for Sagamore Hotel leave Albany 7.20 a.m. daily, and 1.00 p.m. daily except Sunday.

Trains leave Troy, D. & H., 7.00 a.m. daily and 1.35 p.m. daily except Sunday.

Café car, D. & H., Albany to Lake George on 7.20 a.m. train.

Café car, D. & H., Troy to Lake George, on 1.35 p.m. train.

Sleeping car, New York to Lake George, leaves New York 12.30 a.m., connecting with the 7.20 a.m. train from Albany. Car will be ready for occupancy at Grand Central Station at 10.00 p.m. Berths \$2 each. Two persons may occupy one berth.

Sleeping car, N. Y. C. & H. R. R., Buffalo to Albany, leaves Buffalo 9.05 p.m. daily, connecting with 7.20 a.m. train from Albany.

Through parlor car, New York to Lake George, leaves New York 9.30 a.m. daily except Sunday. Café car. Parlor car seats, \$1.15.

For daylight trip daily except Sunday, leave Buffalo 7.15 a.m., Rochester 8.53 a.m., Syracuse 10.40 a.m., Utica 11.54 a.m., arrive Schenectady 1.35 p.m. Leave Schenectady 1.40 p.m., arrive Lake George 3.30 p.m., connecting with afternoon boat, arriving at the Sagamore 5.35 p.m. Dining car to Albany.

Hudson River Night Line, leave New York 6.00 p.m., via People's Line, pier 32, foot of Canal street, for Albany, daily, and Citizens' Line, pier 46, foot of West 10th street, for Troy, daily.

#### RETURN SERVICE

Boats leave Sagamore daily, except Sunday the 26th and Monday 27th, at 9.35 a.m. and 3.00 p.m. Morning boat has connection with train leaving Lake George 11.30 a.m., due Troy 1.40 p.m. and Albany 1.40 p.m., New York 5.40 p.m.

Afternoon boat connects with train leaving Lake George 5.05 p.m., due Albany 7.20 p.m., New York via night boat arriving 7.00 a.m. Daily except Sunday leave Lake George 5.20 p.m., arriving Troy 7.20 p.m., arriving New York via all rail 10.45 p.m.

On Sunday, 26th, and Monday, 27th, one boat will leave Sagamore, connecting with train at Lake George station. This will probably be afternoon boat on Sunday and morning boat on Monday, but exact hours of departure have not yet been determined.

#### PROGRAM

The program this year will lay stress upon the two distinct phases of library work—bibliographical instruction for library users and books for different classes of readers. The main discussions and reports will center around these topics. The report of the committee investigating reading for rural communities, the committee on books for foreign readers, and on reading in penal institutions are all along the line of reading for special classes.

The address of the president on "The educational value of bibliographical training," the reports of the committees on library training in normal schools and on high school libraries form a group on the need of bibliographical training for library users. The committee on high school libraries hopes that those interested in this subject will make a great effort to be present. The session has been scheduled for Friday afternoon, so that the necessary loss of time will be as little as possible.

Besides these topics several opportunities for special discussions will fill the week with profitable material. The Book symposium, so ably conducted last year by Mrs. Salome Cutler Fairchild, will be repeated, and Mrs. Fairchild will be glad to receive expressions of

opinion as to classes of books or individual books which might be discussed profitably. Address Mrs. S. C. Fairchild, 41 South Lake avenue, Albany, N. Y. Miss Plummer will preface the Book symposium by a paper entitled "The seven joys of reading."

The subjects on the program are comparatively few and a generous amount of free time is indicated. This will give opportunity for informal conferences and for general acquaintance. All those wishing to have certain topics discussed, or to meet certain persons, are requested to inform the secretary as promptly as possible after the opening session, and opportunities for such discussion will be arranged—impromptu round-tables, as it were. Certain persons will hold themselves in readiness to discuss special topics with all those interested, time and place to be announced at each session. Nobody need go away with his questions unasked, and the experience and advice of all may thus be available. As the meetings increase in numbers, the need of the selected group discussions becomes evident.

A brief outline of the program follows:

#### PROGRAM OUTLINE

President Andrew D. White will be the guest of the Association sometime during the week, when he will talk informally on some literary or educational topic.

Dr. A. C. Hill, State Inspector of Prisons, will be present at the conference and contribute to the discussion on Reading for inmates of penal institutions.

Professor J. W. Jenks, U. S. Immigration Commissioner, is expected to contribute to the discussion on Reading for foreign-born citizens.

G. P. Bristol, director Cornell summer school, will give us his observations and opinion of our high school libraries in various parts of our state.

Dean Bailey, of the N. Y. State Agriculture College, whose address last year stimulated interest in Reading for rural communities, will be present and contribute to the discussion of the report on this subject.

The Executive committee makes a special plea for all trustees to be present, in order that they may know more fully the problems, the difficulties, the theories and the ideals which are before the library world. The librarians of the small libraries as well as the large are urged to be present—full discussion and acquaintanceship between trustees and librarians will result in better libraries.

Through the co-operation of the Outdoor entertainment committee with the Indoor entertainment committee it is proposed one afternoon to serve tea on an island in the lake, conveying parties back and forth by motor boat. For this purpose Mr. W. H. Bixby has generously placed his motor boat at the service of the committee. Thursday, Sept. 23, being a free day, a trip will be arranged to Fort Ticonderoga, where the ruins and their restorations, now being made by Colonel Thompson and Mr. Howland Pell, may be viewed. Notice will be given as soon as the details of this trip have been determined.

The officers of the Association are: Willard Austen, president, Cornell University Library; Anna R. Phelps, vice-president, New York State Library; Edwin W. Gailard, treasurer, New York Public Library; Caroline M. Underhill, secretary, Utica Public Library.

#### INTERSTATE LIBRARY CONFERENCE

THERE will be a joint meeting of the Indiana, Kentucky and Ohio Library Associations at Louisville, Ky., Oct. 20-22, 1909.

This promises to be one of the important conferences of the year. It is expected to bring together not only those interested in libraries in the three states, but also many librarians from other parts of the country.

Louisville is easily accessible by rail and by water and is noted as a convention center. The new main library building and four branch buildings have recently been completed. Mr. N. D. C. Hodges, librarian of the Cincinnati Public Library and president of the American Library Association, Mr. Henry E. Legler, of the Wisconsin Library Commission, and other prominent speakers will take part.

The sessions will be held in the new library building and special trips will be made to the various branches, including the Colored library. The conference will conclude with a trip to Mammoth cave.

Librarians, trustees and any others interested in libraries and in such a conference are urged to make arrangements at once for attendance. It is especially requested that library trustees send at least one representative from their library.

Fuller announcements will be sent later. Names and addresses of people interested are requested. For further information address

WILLIAM F. YUST.

*Louisville Free Public Library.*

#### LIBRARY INSTITUTE AT DANBURY, CT.

THE Connecticut Public Library Committee held its first Institute in the Normal School, Danbury, July 11-23, with Mrs. Belle Holcomb Johnson, visitor and inspector for the Committee, and Miss Anna Hadley, of the Ansonia Library, newly-appointed librarian of the Gilbert School, Winsted, as instructors.

Fifteen students were present for one or both weeks, and sixteen directors or librarians from neighboring libraries attended one or more sessions. Lessons were given in the morning in cataloging, classification, mending and repairing, and lectures in the afternoon.

The lectures were by A. B. Morrill, principal of the New Haven Normal School, on "Reading the best books;" Miss Anna G. Rockwell, librarian of the New Britain Institute, on "New books worth buying;" Harlan H. Ballard, librarian of the Pittsfield Athe-

naeum, on "Some neglected library opportunities;" Miss Caroline M. Hewins, secretary of the Connecticut Public Library Committee, on "A child and her books," "Book selection for children," "Story-telling," and "Helps in library work with children;" Miss Alice Shepard, of the Springfield City Library, on "Library advertising;" Walter Briggs, librarian of Trinity College, on "Reference work;" Arthur E. Bostwick, of the New York Public Library, on "The librarian;" Miss Frances E. Hobart, organizer of the Vermont Library Commission, on "Some librarians I have known;" Miss Anna Hadley, on "The Ansonia Library and the schools," and John Cotton Dana, of the Newark Public Library, on "Children's books." N. L. Bishop, of the Connecticut Public Library Committee, spent several days in visiting the Institute, made a short address and introduced speakers. Hon. Charles D. Hine, chairman of the committee, who was to have given several lectures, was unfortunately unable to be present.

It was a great privilege for the students, most of whom came from small libraries, to hear lectures from ex-presidents of the American Library Association.

The Danbury Normal School is well equipped for an Institute, on account of its remarkably good library, especially strong in children's books, which are well used under the guidance of Miss Ella M. Brush, the librarian, formerly of the Forbes Library, Northampton.

#### LIBRARY COPYRIGHT LEAGUE

THE Library Copyright League met at Bretton Woods, N. H., at 8.15 p.m. on June 30, 1909. The report of the Executive committee was read and approved. The election of officers resulted in the following being chosen for the year: president, Bernard C. Steiner, Enoch Pratt Free Library, Baltimore; secretary and treasurer, William P. Cutter, Forbes Library, Northampton; additional members of the Executive committee: Hiller C. Wellman, City Library, Springfield; Edwin H. Anderson, New York Public Library; Purd B. Wright, Public Library, St. Joseph. After a brief discussion it was voted to continue the organization.

W. P. CUTTER, *Secretary.*

The following is the report of the Executive committee:

*To the members of the Library Copyright League:*

Your executive committee congratulates the League on the passage on March 3, 1909, of a copyright act which retains in every essential feature the privileges of free importation formerly enjoyed by public institutions. In one particular only has any concession been made; the new law allows of the importation of only one copy of any copyrighted book in any one invoice; but as a ruling of the United States Treasury Department establishes the fact that each branch of a public library is regarded by the authorities as a separate library, and as it is perfectly possible to import duplicate copies in subsequent invoices, your committee does not feel that any great loss has been made.

The new law has, in addition, a provision which should do much to prevent illegal combination on the prices of books. This section reads as follows:

"That the copyright is distinct from the property in the material object copyrighted, and the sale or conveyance, by gift or otherwise, of the material object shall not of itself constitute a transfer of the copyright, nor shall the assignment of the copyright constitute a transfer of the title to the material object; but nothing in this act shall be deemed to forbid, prevent, or restrict the transfer of any copy of a work copyrighted under this act, the possession of which has been lawfully obtained."

Notwithstanding this favorable result of your committee's labors, we cannot feel that the time has arrived to disband this organization, and we strongly recommend its continuance.

BERNARD C. STEINER, *President*,  
WILLIAM P. CUTTER, *Secretary*,  
for the Executive Committee.  
W. P. CUTTER.

#### NATIONAL EDUCATION ASSOCIATION, LIBRARY DEPARTMENT

At the first session of the Library Department of the National Education Association at its annual meeting in Denver, July 3-9, Mr. Dudley, of Denver, gave an account of the American Library Conference at Bretton Woods, New Hampshire. Vice-President David Felmley discussed Mr. Dudley's remarks, and the relation of libraries and schools became the subject of the discussion for the two days. Robert J. Aley, state superintendent of instruction of Indiana, read a paper on "The use of books by high school pupils." In the discussion, led by E. W. Gaillard, of the New York Public Library, it was brought out that a good high school library should have at least 10,000 volumes and a special librarian. Dr. Elmer Ellsworth Brown, United States Commissioner of Education, was asked to speak on the question, and described the reorganization of the Library of the Bureau of Education at Washington. Others who discussed the question were: Charles R. Dudley, of the Denver Public Library; Miss Salisbury, of the East Denver High School, and Miss Johnson, of the Public Library of Nashville, Tennessee. Miss Johnson's contribution was especially helpful, and gave us another glimpse of the enthusiasm of the South. Miss Brown, vice-principal of the High School at New Orleans, helped in this discussion, as did also Superintendent Wells, of Loveland, Colorado, and Mr. Bigelow, of Lead, South Dakota.

The second day's session was conducted with Mr. Gaillard in the chair. Miss Edith Tobitt, librarian of the Public Library at Omaha, read her paper on "The plan of a course of instruction in the use of libraries, and the results accomplished." John Parsons, of Denver, led the discussion in the place of Dr. Thompson, who was absent. Francis G. Blair, state superintendent of instruction of Illinois, read a paper on "Books as educational tools in the common schools." Charles E. Chadsey, superintendent of

schools, Denver, read his paper on "What shall each, the library and the school, contribute to make the educated man?" At the close of this session Miss Johnson, of Tennessee, and Mr. Daniels, of Colorado, discussed the general relationship of libraries and schools.

At the business session of the Library Department it was thought best to count those present. A showing of hands counted teachers 50 and library people 35.

The following officers were elected: president, Edward W. Gaillard, Public Library, New York City; vice-president, C. E. Chadsey, superintendent of schools, Denver, Colo.; secretary, Miss Mary Hannah Johnson, librarian of Public Library, Nashville, Tenn.

But, as stated in the earlier brief report of the meeting, the Library department of the Association has been discontinued, in accordance with the new classification of the sections of the Association. It was considered by the committee in charge of the reorganization that the functions of this department were embraced with the other subjects of elementary, secondary and higher education.

#### SPECIAL LIBRARIES ASSOCIATION

THE following libraries are listed in a recent circular distributed by the Special Libraries Association as having expressed interest in the Association:

Baltimore Legislative Reference Department, Baltimore, Md.  
Bible Teachers Training School, 541 Lexington ave., N. Y. City.  
Boston Merchants Association, 77 Summer st., Boston, Mass.  
Boston Town Room, 3 Joy st., Boston, Mass.  
Chicago Association of Commerce, 77 Jackson Boulevard, Chicago, Ill.  
City Club of New York, 55 West 44th st., N. Y. City.  
Cleveland Public Library, Cleveland, O.  
Commonwealth Edison Co., 139 Adams st., Chicago, Ill.  
Connecticut State Library, Legislative Reference Dept., Hartford, Conn.  
Detroit Public Library, Detroit, Mich.  
District of Columbia Public Library, Washington, D. C.  
East Orange Free Public Library, East Orange, N. J.  
Equitable Life Assurance Co., 120 Broadway, N. Y. City.  
Fisk & Robinson, 35 Cedar st., N. Y. City.  
Grand Rapids Public Library, Grand Rapids, Mich.  
Homestead Carnegie Library, Penn.  
Indiana State Library, Legislative Reference Dept., Indianapolis, Ind.  
Insurance Society of New York, 84 William st., N. Y. City.  
Iowa State Library, Legislative Reference Dept., Des Moines, Ia.



John Crerar Library, Chicago, Ill.  
 Kingston City Library, N. Y.  
*Library Journal*, N. Y. City.  
 Louisville Free Public Library, Louisville, Ky.  
 Manchester City Library, Manchester, N. H.  
 Merchants' Association of New York, 66 Lafayette st., N. Y. City.  
 Michigan State Library, Legislative Reference Dept., Lansing, Mich.  
 Milwaukee Municipal Reference Library, Milwaukee, Wis.  
 Missouri Botanical Garden, St. Louis, Mo.  
 Montana State Historical and Miscellaneous Library, Legislative Ref. Dept., Helena.  
 New York City Public Library, Lafayette Pl., N. Y. City.  
 New York State Legislative Reference Department, Albany, N. Y.  
 New York State Public Service Commission, 1st District, N. Y. City.  
 Newark Public Library, Branch 1, Newark, N. J.  
 North Dakota Public Library Commission, Bismark, N. D.  
 Oklahoma City Public Library, Oklahoma City, Okla.  
 Philadelphia Commercial Museum, Philadelphia, Penn.  
 Pittsburg Public Library, Pittsburg, Pa.  
 Port Jervis Free Library, Port Jervis, N. Y.  
 Provident Association, St. Louis, Mo.  
 Pratt Institute, Applied Science Dept. Library, Brooklyn, N. Y.  
 Public Sociological Library of N. Y. School of Philosophy, N. Y. City.  
*Public Libraries*, Chicago, Ill.  
*Publishers' Weekly*, N. Y. City.  
 Queensborough Public Library, Jamaica, L. I.  
 Rhode Island State Library, Legislative Reference Dept., Providence, R. I.  
 St. Louis Public Library, St. Louis, Mo.  
 Stone & Webster, 147 Milk st., Boston, Mass.  
 Wisconsin Free Library Commission, Legislative Reference Dept., Madison, Wis.  
 The annual dues of the Association will be \$2.

#### LIBRARY SPIRIT

At night to the library building,  
 When the city is wrapped in sleep,  
 Comes a lonely library spirit,  
 A tryst with the books to keep.  
 Between tall, shadowy cases  
 It softly, softly treads;  
 While ghosts of vanished races  
 From old books nod their heads.  
 Softly between the cases  
 The spirit, weeping, steals,  
 And weirdly, weirdly wails it  
 Because of the sorrow it feels—  
 Sorrow because it must flit  
 When dawn breaks, cold and gray;  
 For you see there's no library spirit at all  
 In the building during the day.

W. F. S.

### American Library Association

#### COMMITTEE ON BINDING.

##### SPECIFICATIONS FOR COMMERCIAL WORK

##### To the Publishers:

On account of the widespread complaint that the modern commercial methods of binding books are not satisfactory from the standpoint of use in public libraries, the Committee on binding of the American Library Association has investigated the question with a view to submitting specifications for binding which would add but little to the cost of any book, but which would add greatly to its serviceability.

The responsibility for poor binding seems to rest with the publishers. The binders have sufficient knowledge, use up-to-date machinery, and in most cases would prefer to do creditable work. On account of the pressure which publishers have brought to bear on them, however, prices have been reduced to such an extent that binders have been obliged to slight their work in order to compete with other binders. Moreover, most publishers take no interest in the processes of binding, and in asking for bids make no specifications other than the color and the quality of cloth, and the nature of decorative design to be used. From the standpoint of serviceability these are the least important items, and the binder is left free to use poor thread, poor glue, poor back-lining paper; wide opportunity is given to cheapen the work all along the line. The result may be seen in every public library in the country, where all cloth bound books must be withdrawn from circulation and sent to the bindery when they have been in the hands of less than 20 readers. Larger books of travel, history, etc., can seldom be issued more than 10 times before being rebound, and it is not uncommon to have them part from the covers before being in the hands of five readers.

It is admitted that a fixed standard of binding for all books is impossible since books vary so much in quality of paper, in size, in thickness and number of signatures, but it should be the duty of publishers when asking for bids to take these matters into account, since the serviceability of books is so vitally affected. A rebound book is much less attractive than one in the original cover, and an unattractive book in a public library is as much to the detriment of the publisher as it is to the library.

##### Specifications

*Paper.* (a) Thick heavily loaded or spongy papers should never be used for books that are likely to receive service in public libraries. While there may be many exceptions, it may be confidently stated that a 70 pound 24 x 36 paper folded with the grain should give the best results.

(b) Most books should be printed on signatures of not more than 16 pages. Thin,



light-weight paper sometimes works well in 32-page sections, but 64 pages should never be used.

(c) Illustrations should, if possible, be printed on a tough paper with inside margin wide enough to allow folding around the adjoining signature. If illustrations are printed on brittle paper they should be guarded with tough thin paper and the guard either folded around and sewed through, or folded over and pasted to adjoining signature.

*Sewing.* (a) Ordinary machine sewing should be used. Books weighing over two pounds should be sewed on tapes, but not through them.

(b) Use 4 cord best quality cotton thread. Size of the thread depends upon the size of the book, quality of paper, thickness and number of sections. Thread used on the ordinary novel of 350 to 500 pages should have a tensile strength of at least  $7\frac{1}{2}$  pounds, when tested double with a thread tester.

(c) As many stitches as the back of the book will allow should always be used. They should not be more than one inch apart and should come within  $\frac{3}{4}$  of an inch of the head and tail of the book. For economy's sake binders sometimes leave out one or two stitches. This always weakens the book.

(d) A book should always be sewed all along, never "on and off," except with a book having a large number of thin sections. Binders sometimes sew "on and off" for the sake of economy since it saves thread.

(e) Proper tension should be used so as to sew the book neither too tight nor too loose. The books should be just loose enough so that all looseness will be taken up in rounding and backing the book. If it is sewed too tight, rounding the book tends to tear the paper and break the thread. In order to get production when using inferior thread employers allow operators to loosen up on the tension. This, of course, should not be allowed.

(f) All work should be carefully done and only expert operators employed.

*Forwarding.* (a) Flat backs should never be used. It is impossible to make a good joint on flat-backed books. The joint is one of the most important parts of the book.

(b) All books should be carefully and uniformly rounded and backed. Machines should be carefully adjusted. Otherwise, attempts to get large production will result in poor work, since the machines if not properly handled tend to break the thread and to crush and break the paper in the folds.

(c) Only the best quality of glue suitable for binding should be used. At present prices it should cost not less than 15 c. a pound by the barrel. The difference in cost between suitable glue and a cheaper glue is not great, since the higher-priced glue covers more surface than the other. In applying the glue care should be taken to see that the

coating is thin, even and a small quantity gets in between the sections. Care should be taken not to boil the strength out of the glue and glue pots should be cleaned at least once a week.

(d) Best quality of super should always be used. On books weighing over  $1\frac{1}{2}$  pounds unbleached muslin or some other material stronger than super should be used. Care should be taken to have the super or muslin wide enough so that it will cover an inch on the inner margin of each board when the book is cased in.

(e) It is the practice of many binders to use waste papers, even newspapers for back lining. The best quality of regular back lining paper should always be used and cut so that the grain runs from the head to the tail of the book, not from side to side.

(f) Covers should fit perfectly and great care used in forming the joint. In "casing-in" paste should be applied clear up to the joint and to the extreme ends, particularly at the joint. Covers should be forced well into the joint. The cover will thus be fastened to the book its entire length at the joint. This is perhaps the most important point affecting the serviceability of books. It is the present custom in "casing-in" not to paste clear up to the joint nor to the extreme ends of the book. The reason for this is that when the book is put in the press the pressure tends to force the paste out at the end or through the cloth and the book has to be cleaned off. It is confidently stated, however, that no book that does not have a good joint will be serviceable.

(NOTE.—The committee is informed that there are casing-in machines which do this work more satisfactorily than it can be done by hand, but it has had no opportunity to watch the machines in operation nor to examine books cased in this way after they have seen service in libraries.)

(g) Books should be put in the press immediately after "casing in" and allowed to remain under heavy pressure until dry.

It will be noted that these specifications are in the main general rather than specific, and aim to call the attention of publishers and binders to important items. It is not the purpose of the Committee on binding to dictate to binders how details of processes should be performed. The strength of a book depends in a large measure upon technical details, and specifications for such details cannot be formulated satisfactorily by those who have not had practical experience. It is assumed that in all commercial work binders will bind each book on its merits and will vary details according to the particular requirements of the book in hand.

The A. L. A. Committee on binding hopes that every publisher receiving these specifications will give them careful consideration. No specification has been included unless it

has had the approval of experts outside of the committee. While each specification is important and affects most materially the serviceability of the books, the committee feels that a faithful adherence to specification "P" under Forwarding would do more to increase the serviceability of books than any one change from the universal custom.

ARTHUR L. BAILEY, *Chairman.*

JUNE 9, 1909.

#### COMMITTEE ON BOOKBUYING

A list of novels for adults which are purchased in largest numbers by American libraries, has been prepared by the A. L. A. Book-buying committee. The list covers 572 titles. The committee hopes that the list may promote co-operative bookbuying among libraries, and be used as a guide or as a buying list for libraries large and small, and that it may help to persuade libraries to keep always in hand and in good condition a definite selection in good and popular fiction. This list represents standards and not "best sellers." It was submitted in tentative form to 35 large public libraries for criticism and suggestion. If the list is proved to be a good one it is thought that its adoption as the standard list of public library fiction for adults will probably improve the quality of the novels loaned by libraries. And if it prove useful the committee plans to follow it with a list of the most frequently purchased fiction for juvenile readers.

### Library Schools and Training Classes

#### CENTRAL STATE NORMAL SCHOOL, MT. PLEASANT, MICH.

The fourth year of the course in Library methods for school teachers given under the direction of the State Board of Library Commissioners was held June 28 to Aug. 6, inclusive. The object of the course was to help teachers in the rural and graded schools who have school libraries to buy in the selection of the best books. Instruction in the principles of selection was given, and a great deal of time was spent in the examination and criticism of a model library of 500 books provided for this purpose by the State Board of Library Commissioners. Technical work in simple cataloging, classifying, etc., was provided for those who had libraries to administer. These courses had a regular place on the school curriculum and credit was given to students satisfactorily completing the work.

Although the number of students actually enrolled in these courses was small, we have come into closer touch with a greater number of students this year than ever before. Two of the English teachers gave up their regular class room work for a week, and during that time their students took a brief course in

Children's literature given by Miss May Massee, of the Buffalo Public Library, and an outline of the best school reference books, given by the regular instructor in Library methods. These lectures were very well received, and the students expressed themselves as much interested and greatly helped by the work. In this way between 40 and 50 students have been reached, besides others who have been interested in looking over the model library.

ETHEL R. SAWYER, *Instructor.*

#### DREXEL INSTITUTE LIBRARY SCHOOL

Miss Helen Rex Keller, assistant librarian and instructor in the Library School, resigned to join the staff of Columbia University Library. Miss Julia A. Hopkins, New York State Library School, will succeed her.

The school year begins Oct. 1.

#### GRADUATE NOTES

Miss Mary Hey Shaffner, class of '04, was married on June 19 to Dr. Stephen Lockett, of Philadelphia.

Miss Sarah C. N. Bogle, class of '04, resigned her position as branch librarian of the Ozone Park Branch, Queensborough Public Library, to become branch librarian of the East Liberty Branch of the Carnegie Library of Pittsburgh.

Miss Helen D. Subers, class of '06, is cataloging the High School Library of Ionia, Michigan.

Miss Alice R. Eaton, class of '08, has been appointed assistant in the Free Library Commission, Harrisburg, Pa.

#### CLASS OF 1909

Miss Elsie M. Cornew has been engaged this summer in cataloging the library of the Woman's Medical College, Philadelphia.

Miss Mellie M. Smith has been appointed cataloger in the State Agricultural College Library, Ames, Iowa.

Miss Mary M. W. Hershberger has been appointed librarian of Juniata College, Huntingdon, Pa.

Miss Jeanne Griffin has been engaged as cataloger in the Public Library of Jackson, Michigan.

Miss Grace E. Perkins has been appointed assistant cataloger in the State Library, Hartford, Conn.

Miss Agnes Kryder is a substitute in the Free Library, Newark, N. J.

#### INDIANA SUMMER LIBRARY SCHOOL

The eighth summer library school conducted by the Public Library Commission of Indiana was held at Earlham College, Richmond, Ind., with a total enrollment of 22 students. The summer school faculty consisted of Chalmers Hadley, secretary Public Library Commission of Indiana, director; Miss Florence R. Curtis, University of Illinois Library School; Miss Carrie E. Scott,

assistant state organizer, Public Library Commission, and Mr. William Murray Hepburn, librarian, Purdue University. In addition to other visiting lecturers, special lectures on book selection were given by Miss Linda M. Clatworthy, librarian, Dayton, Ohio, Public Library, and Mr. L. J. Bailey, librarian, Gary, Indiana, Public Library.

A total of 87 lectures was given during the course, divided as follows: cataloging, 18; other technical processes, 23; government documents, 10; reference, 8; book selection, 8; children's library work, 10, exclusive of required reading; miscellaneous topics of library interest, 8; book binding, 2. The discussion on book bindings was led by Mr. Edward Hertzberg, of the Monastery Bindery, Chicago, who had a most interesting display of bindings and book-binding materials in connection with his talks.

One entire day during the summer course was devoted to a library institute, when numerous topics which could not be considered in the regular course, were given consideration. The institute was in the nature of a round-table discussion with a question box. In addition to the discussions there was a display of pamphlet binders, mounted newspaper clippings, various forms of statistical sheets, financial records, etc.

A pleasant feature of the summer school was a trip of library inspection to the Muncie (Ind.) Public Library. Library school students and instructors were the guests of the Muncie library staff at a delightful luncheon at the home of Mrs. Johnston, secretary of the Muncie library board. Mr. Theodore Rose, president of the board, gave a short sketch of the library's history, and Miss Ardena M. Chapin, the librarian, of the library's work.

#### MARQUETTE (MICH.) SUMMER SCHOOL

The course in library methods offered in the Northern Normal School, Marquette, Mich., through the interest and effort of Mrs. Mary C. Spencer, of the State Library, has been met with cordial interest and co-operation in the school. Two accredited courses have been offered. One has been a six weeks' lecture course, which has included lectures on the organization and use of school libraries, book selection, the use of the individual book, story telling, reference books, work with pictures in the school, and children's literature.

The second course offered has been a 12-weeks' credit course, including all the work of the first course and also six weeks of technical work; classifying, cataloging, etc. In this latter course practical work has been required from the students electing it. Eight students have been taking the second course, and 12 have been taking the six weeks' credit course. Among those electing this work have been active teachers and two school principals.

Great interest and enthusiasm has been shown by the members of the class, and the outlook for school libraries and intelligent library work in the Upper Peninsula seems very hopeful. Not a little of the success of the course has been due to the active co-operation of the president and teachers of the Marquette school. Miss Grace E. Salisbury, of Whitewater, Wis., has had charge of the course, and has given the general lectures and lectures on story-telling, picture work, and children's literature. Mr. Walter, vice-director of the library school at Albany, N. Y., has given the course in Reference books.

Many of the lectures have been attended by students not electing the course, from 50 to 300 attending the special lectures, according to the popularity of the subject treated.

A model library of 500 books was furnished by the State Library for the work, as was also a good working library and an exhibit of pictures from their loan collection. A large collection of pictures illustrating every-day picture work in the school was brought from Whitewater.

GRACE E. SALISBURY, *Instructor.*

#### WESTERN STATE NORMAL SCHOOL, KALAMAZOO, MICH.

The course in Elementary library methods for teachers in the Summer School of the Western State Normal School at Kalamazoo, Michigan, was given for the fourth time during the six weeks' session of 1909. The work was varied somewhat in arrangement; two courses were offered, one dealing with general library instruction—the make up of books, use of reference books and problems illustrating them, etc., and the other giving technical instruction in simpler library methods. No one was admitted to Course 2 who had not had Course 1, or its equivalent.

The class of 16 was made up of one superintendent of schools, one principal of a grade school, one high school teacher, three sixth and seventh grade teachers, one second grade, one sub-primary and one kindergarten teacher, four teachers of rural schools, including the head of the Model Rural School, which is under the direction of the Normal School, and three students of the school. The varied interests, problems and points of view made the work of the class unusually interesting and profitable.

A week's lectures on Children's books, by Miss Massee, of the Children's department of the Buffalo Public Library, were of great value. The class gained not only authoritative information, but an understanding and delight in the atmosphere of beautiful books.

Talks on the use of pictures and on the work of the Library Commission completed the course, which, from the point of view of general interest and appreciation, was the best of the four years.

ESTHER BRALEY, *Instructor.*

## Reviews

GRIFFIN, Grace Gardner, *comp.* Writings on American history, 1907. A bibliography of books and articles on United States and Canadian history published during the year 1907, with some memoranda on other portions of America. New York, Macmillan, 1909. xvi+162 p. O. cl., \$2.50 net.

This is the second annual volume prepared by Miss Griffin under the supervision of Dr. J. Franklin Jameson. It aims to include "all books and articles however brief which contain anything of value to the history of the continental United States and Canada. As to other portions of America, while it aims to include all writings on their history published in the continental United States, Canada or Europe, it does not include what the lands to the southward have published on their own history." The arrangement, systematic and logical, is set forth in a table of contents. An address-list of publishers and an alphabetical conspectus of periodicals analyzed and referred to are given. Altogether there are 3073 titles numbered consecutively and occasionally annotated. There is a satisfactory index of about 88 columns. This volume, like its predecessor for 1906 (see *JOURNAL*, vol. 33, pp. 465-466), is a very useful work, constructed with good judgment and apparent care. It is also uniform with that volume in typography and binding.

VICTOR HUGO PALTSITS.

JEFFERS, Le Roy, *comp.* Reference list of titles suggested for a special library binding. 1909. 125 p. O.

The compiler of this list of adult books popular in libraries is head of the New York Public Library order department. He has selected his titles and editions from a card record of practically all editions in print, and he has prepared the list as a convenient guide for librarians who are ordering books which are all to be put into uniform "strong binding." The list is priced, of course, as comparison of prices is the one reason for which it exists. The basis of cost comparison between American and English editions "is in every case the published price, less the library discount, plus the cost of binding the American book here and the English book abroad." Mr. Jeffers has had long experience as bookbuyer for his library, and has, of course, a trustworthy knowledge of the relative popularity of books among an average library constituency. We therefore do not dwell upon the perspective of his choice of titles at all. Out of print titles are omitted, as the list is intended for libraries constantly replenishing their worn and discarded books in the open market. The list takes it for granted that all editions

of books are about equally good, as any difference in manufacture is not pointed out, and the librarian is not instructed why it is advisable to buy seven novels of George Ade from five different publishers, or 24 novels of E. P. Oppenheim, 19 from Little, Brown & Co. and the remaining five in the English edition of Ward, Lock & Co. The American price is \$1.50, the English price 6/, which is so nearly equivalent that it does not seem worth while to break up the sets of either publisher for what must be a merely personal equation. In the case of the George Ade list the novel "In Babel" is listed for Doubleday, Page & Co. at \$1.50 and for Grosset & Dunlap at 75 c., and no reason given for putting in the book at double price when the whole object would seem to be cheapness. Surely Doubleday, Page & Co. do not give the difference in discount. Mr. Jeffers is a conscientious and indefatigable worker, and his list will be of great use to the bookbuyers of the smaller libraries especially. He has done a formidable piece of work very well.

A. H. L.

## Library Economy and History

## PERIODICALS

*Library Association Record*, July, contains an article entitled "The Anglo-American cataloguing rules," by John Minto; "Monastic book-making," by Alfred Morgan; and an account of the first annual meeting of the Scottish Library Association.

*New York Libraries*, July, contains "The borrower and his book," by Frances L. Rathbone, a helpful and entertaining article emphasizing the value of the personal touch between librarian and reader; "How to make a library useful to a small town," by Sophy H. Hulsizer, reprinted from the *LIBRARY JOURNAL*; and "Libraries and visual instruction," by A. W. Abrams, emphasizing the value of wall pictures, of lantern slides and use of photographs in libraries. This number completes volume 1. An index of the eight numbers composing it will be published with the October issue.

*Zentralblatt für Bibliothekswesen*, July, has a preliminary note by the editor on the tenth library conference at Münster, which was held June 3-5, 88 taking part. A report of the proceedings will be given in the next number of the *Zentralblatt*, it being noted here only that two questions of special importance were discussed, the union catalog (*Gesamtkatalog*) and the training of female assistants. Dr. Schwenke finds in personal contact "the particular attraction of the meetings, which printed proceedings can never reproduce," so that the "cultivation and proper measure of the social part of the conventions" are of essential interest. In the same number G. Naetebus, deploring the fact



that the detailed report of this conference has still not appeared, offers a short résumé. This amounts mainly to a record by title of papers read, with the exception of a fuller note on the "Institut International de Bibliographie" (see LIBRARY JOURNAL, October and December, 1908), and a complete translation of the draught of the Institute's plan for the creation of an "Union Internationale pour la Documentation," which covers, 1, International association; 2, Purpose: "Protection of the higher interests of the book," facilitation of its preservation and distribution; 3, Co-operation in bibliography; 4, International exchange; 5, International loans; 6, Central collections. F. W.

*Bollettino Delle Biblioteche Popolari*, July, 1909, contains an article on co-operation between the Italian popular libraries and sister institutions for popular education; also, an article on the relations between popular libraries and school teachers, the administration rules of the Catania Popular Library, a cut and description of the Lipmann bookshelves made at Strassburg, and an appreciation of the Italian periodical, *Scienza per tutti*, as a means of popularizing scientific information. H. M. L.

*Revista de la Biblioteca Nacional*, vol. 1, numbers 3 and 4 under one cover, is the second issue of the magazine, and continues the publication of the letters of José de la Luz y Caballero under the heading "Collection of manuscripts in the National Library." Not included in this collection are the letters of Domingo del Monte, now published for the first time. They are the property of a nephew of the author. The opening article is a description of a portrait of the national poet of Cuba, Plácido, the first centenary of whose birth was celebrated in Havana on March 18. There is an interesting account of the John Rylands Library, of Manchester, England, which was erected as a memorial to her husband by Mrs. Enriqueta Augustina Rylands. A picture of the statue of the donor, who was born in Havana, is given. Issued with this number is a reprint in pamphlet form of the bio-biographical account of Dr. Ramón Meza y Suárez Inclán, which appeared in a previous number. F. C. Hicks.

#### AMERICAN LIBRARIES

Bradford, Pa. Carnegie P. L. (9th rpt. — year ending Feb. 28, 1909.) Added 1754; total 14,563. Issued, home use 86,253. New registration 866; total 1472. Receipts \$7092.76; expenses \$5462.66 (books \$1915.30, building and furniture \$409.34, administration \$3138.02).

There has been an advance in all departments of the library. More books were accessioned than any year since the first, and the number of books loaned was the largest since the organization of the library.

Brookline (Mass.) P. L. (52d rpt. — year ending Jan. 31, 1909.) Added 3509 (gifts 355); total 69,294. Issued, home use 164,573. New registration 1571; total 14,414. Receipts \$21,000; expenses \$20,995 (salaries \$12,412.19, heating \$682.04, lighting \$1195.92, books, binding and periodicals \$4875.95).

The consideration of plans for the new building is of especial importance in the history of the year's work. The new building will be erected practically upon the present site of the library and in cost will not exceed \$250,000. A definite agreement as to plans for both exterior and interior has been made with the architect, R. Clipston Sturgis.

The routine of the library has shown a general increase in use of the library. A new registration of borrowers is to be begun and a list of cardholders classified by occupations is to be kept. There have been several cases of serious mutilation of books during the year and considerable time has been spent in following these up. The use of the library on Sundays has been especially large.

The best of recent books for teachers have been gathered together in a special alcove and may be freely examined and drawn upon. A number of these will be issued to any school for two or three months, in order that each teacher may have an opportunity to read them. "Something to read for boys and girls," prepared by Miss Stanley, was printed in November and sent to all teachers in Brookline and to various libraries. The library staff also did the classifying, cataloging and labelling of the collection at the Law Library of the Court House, though it is not a part of the Public Library. "The library has tried in this way and by making known generally the hours when the court house library is open to supplement its own slender resources in the literature of law."

Brooklyn (N. Y.) P. L. (11th rpt. — year 1908.) Added 74,771; total 600,583. Issued, home use 3,859,172 (fict. 70 per cent.). New registration 97,029; total 260,111. Receipts \$380,090.31; expenses \$377,255.71 (salaries \$174,720.70, books \$63,722.30, periodicals \$7745.26, binding \$25,821.97, printing \$7629.26, stationery and sundries \$13,345.18, rentals \$11,781.52).

Of first importance in the record of the year's work should be noted the erection of five branches under the Carnegie Fund. Branches were moved from rented quarters into four of these buildings. The fifth, the Leonard, was a branch entirely new to the system. Of the 20 buildings allotted to Brooklyn by Mr. Carnegie's gift, there are now 17 occupied, leaving only three to be erected. The amount apportioned for the 20 buildings provided \$80,000 as the average cost of each building, but the Carnegie Committee has completed the 17 buildings at an average cost of \$75,334.36. The amount saved in their erection, together with the accrued interest,



will therefore enable the committee to complete two more buildings than were contemplated under the original appropriation.

Aside from the Carnegie buildings erected there was an important addition made to the administration building, where a fireproof building was erected to house the cataloging department. Miss Mathews, in her report as superintendent of branches, states that "the opening of the five Carnegie buildings during the year has been followed in almost every instance by phenomenal activity. A circulation on opening day at Brownsville Branch of 3700 merely registered the readiness of the community to accept the new library equipment. Twelve branches were more active in August than in May, and four branches had extra work during the summer months preparatory to moving. The closest co-operation and unfailing support of branch workers alone made it possible to go through these vacation months without special summer service."

The total extent of the system is now represented by 26 branches, three stations, the Travelling Libraries Department, the Library for the Blind, and the Administration department. An interesting map accompanies the report, and shows the location of the new Carnegie branches as well as the old branches; the location of all public schools is also indicated. A special effort has been made during the year to give systematic study to conditions of communities served by each branch. A committee was appointed for the purpose of developing a plan for the preparation of such a record by each branch librarian to cover information from a sociological point of view concerning her community, with statistics of population, nationality, religion, wealth, congestion of population, public schools, labor unions, fraternal organizations, etc. Uniformity is not desired in these reports, which are supposed to express the individuality of the branch and its librarian.

Another feature of the year's activity has been the work of the Committee on technical literature. This committee prepared a list containing about 1300 titles of books on applied science and useful arts. The list was checked at all branches and from it some 5800 volumes were purchased for the branch collections. A total circulation of 80,000 volumes of industrial arts shows the satisfactory results of the purchases. The work of the several departments incorporated with the report of chief librarian shows a great deal of detail work undertaken and accomplished by each department.

Seventeen of the branches show an average monthly circulation of over 10,000. In the Order department, the record of which is contained in Mr. Hicks' report as assistant librarian, 61,056 books were ordered during the year, and 377 of these were ordered for the Duplicate pay collection.

A small bindery was established in 1907 in the basement of the Montague branch, with the purpose of ascertaining whether minor repairs to books and certain classes of binding could not be done to greater advantage than by sending books to the large outside binderies. The bindery was at first under Mr. Charles da Silva, who furnished his own tools and machinery while the library furnished the material. When on account of ill-health Mr. da Silva gave up the work, his equipment was purchased by the library. But the experiment of using this bindery was considered unsatisfactory and given up.

The report of the Cataloging department cites an average of 2412 volumes sent to each branch. Considerable change in the personnel of the department was entailed through resignations and consequent appointments and promotions, and a number of temporary catalogers were engaged during the spring and fall especially for the purpose of expediting the recataloging of the large collection of the Montague branch, which is still underway. The section of the new fireproof extension to the building set aside for the Cataloging department, which was completed in October, provides attractive and much-needed additional quarters. The work done by this department includes as usual a vast amount of reference and detail work that cannot be represented in figures.

In the reference department the privilege has been given to branches during the year of selecting from the large Montague reference collection of art books and plates material for exhibition purposes. Besides supplying the needs of 33,181 readers, the department has furnished material answering 419 reference questions from the branches, received through the Interchange department.

In the Children's department there are now 16 children's librarians and three children's assistants, and there is need for a larger staff in this department. The juvenile circulation for the year was 1,375,378. The Travelling library department shows a gain of 4672 in circulation over the year 1907. The total number of volumes delivered for home use, or, as in the always crowded vacation playgrounds, used in the building where deposited was 85,056. There were travelling libraries placed in three suburban sections of the city. These contained from 300 to 600 volumes, loaned for two to three months.

The work for the blind has been hampered by withdrawal of free transportation privileges formerly extended by the Brooklyn Rapid Transit Company. A letter to Mr. Carnegie requesting modification of the contract with him with regard to the opening of libraries on holidays resulted in his hearty approval of the proposed changes in hours of opening, and in accordance with these modifications the libraries will now be open on legal holidays as on Sundays, from 2 p.m. until

6 p.m. The purchase of an important collection of some 4000 volumes and pamphlets on the Civil war owned by the estate of Frank S. Halliday was made by the Book committee. Mr. Hill's report evidences a year of progressive and vital work.

*Buffalo (N. Y.) P. L.* The Buffalo Public Library has issued a pamphlet entitled "Means of education and self-culture offered day-workers by the city of Buffalo." Buffalo, N. Y., Buffalo Public Library, 1909. 28 p. D. pap., gratis.

*Pennsylvania. Legislation.* Of the four measures before the legislature of Pennsylvania at its last session affecting libraries in the state a measure, consisting really of two bills, was passed. The one object of the two bills was to make it obligatory on school boards, if they decide to maintain a free public library under existing legislation, to appropriate one mill for its support. This may be increased to one and one-half mills if they so decide. The bill is so worded as, in the intention of the framers, to prevent school boards from discontinuing such support after the library is established. These, the most radical of all the measures proposed, went through without any opposition and are now law. One effect of this will be to increase the appropriations to all libraries which have been established by school boards or are supported by them under an agreement with a library association. Another effect will be to enable the library board to act independently of all outside influence, as the appropriation is compulsory and cannot be stopped.

*Burlington (Ia.) P. L.* Books on special subjects (especially subjects relating to local industries) are recommended from time to time on printed slips in a way to readily awaken interest. These slips are wrapped with the bundles purchased in one of the department stores of the city.

*Chicago (Ill.) P. L.* By order of the Civil Service Commission, examination for position of librarian of the Chicago Public Library was begun on August 10. Messrs. Herbert Putnam, Clement W. Andrews, and Frank P. Hill were appointed as board of examiners. The Civil Service Commission was represented on the board by Howard O. Sprogle, its counsel. The general plan for the examination was decided upon by the Commission in consultation with the members of the Advisory committee, consisting of N. D. C. Hodges, of Cincinnati; Harry W. Wheeler, of Chicago; Dr. Thomas F. Holgate, dean of Northwestern University; Dr. George E. Vincent, of the Chicago University, and James Ingersoll Wyer, Jr., of Albany.

The scope and character of the examination should determine, in the opinion of the commission, the professional qualifications, ex-

perience and training of candidates to administer the affairs of the Public Library. The position of librarian, according to the Civil service code, is classified under "Division AA" Executive service; the salary is a matter which rests with the library board; the arrangements for the examination, though in some respects a departure from the procedure hitherto followed in Chicago, are strictly in accordance with spirit and letter of the Civil service law and carry out the principle of competitive examinations. The names of applicants to the examination have not been made public nor is it intended to divulge the names of those who fail to qualify.

The examination covers one definite question, "How would you solve the problems of developing the library conditions in Chicago?" A full statement of these conditions accompanies the question. The candidates' answer to this question together, with a statement of his education and experience, must be in the office of the commissioners by Sept. 10.

*Connecticut State L.* (Rpt.—two years ending Sept. 30, 1908.) Added 43,010 (8689 v., 21,635 pm., 12,686 misc.). Readers not given; books lent not given. Expenses \$32,662.15 (salaries \$12,932.15, books \$13,256.59).

A full discussion of the need for a new state library building was given in the last report (1906). In 1907, under approval of the General Assembly, definite steps were made toward the erection of such a building. Plans of the building are described in this report, and have been also printed separately as Bulletin no. 4 of the State Library. This description will be given in the LIBRARY JOURNAL in a coming number. The new building, which is to be both supreme court and state library, is shown as frontispiece to this report. Mr. Godard emphasizes the legislative reference work of the library, and space is given to the scheme, as developed by the special committee on legislative reference appointed at Minnetonka for the establishment of a national legislative reference bureau. The report also presents the work of the Connecticut State Library as a document exchange bureau; a list of libraries which receive regular shipment of exchanges from the library; the official publications of Connecticut and a full list of the town and municipal publications of Connecticut on file in the State Library, besides interesting items concerning collection of archives, newspapers, wall maps, etc.

*Detroit (Mich.) P. L.* (44th rpt.—1908.) Added 17,161; total 240,805. Issued, home use 824,801; lib. reading use 1,262,373 books; periodicals 243,387. Receipts \$136,564.80; expenses \$45,784.24 (books \$17,285.05, salaries (staff) \$38,539.28).

An emphatic plea is made in this report for

a new library building. Both in report of the librarian and in the report of the president of the Detroit Library Commission is the inadequacy of the present library building exposed. The value of access to the shelves is emphasized and the infeasibility of this under the library's present conditions. The plan of giving up the periodical reading room and having open shelves for a few thousand selected books is suggested.

The need of new buildings for two branches unsatisfactorily housed is also emphasized. Arrangements for partial remodeling of what is known as the Booth House branch, the gift of the James E. Scripps estate, was undertaken during the year, and on Oct. 1 a new branch in a building erected especially for the purpose was opened at Michigan avenue and 31st street. In connection with the branch on Field avenue, which has a suitable auditorium, free lectures are given during the winter.

The catalog of children's books, upon which Miss Conover, superintendent of the department, had been engaged for some time, came out in February. The Hoyt Henshaw Stevens libraries for sick and shut-in children have proved more popular than ever, and there have been lists of children waiting for them. Additional books have been provided for them by Mr. and Mrs. F. W. Stevens, the parents of the boy for whom these libraries are a memorial.

The binding repair shop in the library called for an outlay of \$1537.55 in wages and \$22.28 for materials.

Within the last year or two the library has made definite and productive efforts to extend its influence into some of the large manufactories of the city and into its settlement houses.

*Galesburg (Ill.) F. P. L.* (35th rpt.—year ending May 31, 1909.) Added 229c; total 37,346. Issued, home use 98,892; ref. use 43,816; issued through schools 9569. No. of visitors 145,978. Receipts \$13,112.75; expenses \$8595.44.

The work of the library has been definitely broadened during the year. A students' reference and study room has been opened in the library, maintained in co-operation with Knox College. A branch library has been established and placed in the school known as the Washington Addition School. It differs from libraries placed in the city schools in that the books are sent out from both adult and juvenile departments, and a nominal sum is paid for the cards issued to the borrowers, all of whom live outside the city limits. The past year has also seen the beginning of a collection of books in foreign languages in the library. The year shows a gain in circulation of 10 per cent.

*Germantown, Pa. Friends' F. L.* (Rpt.—1908.) Added 806; total 24,816. Issued,

home use 18,924. New applicants 521; no. of visits 27,332.

Efforts have been made to increase the use of the library; story hours have been introduced. The men's class for Bible study continues to meet regularly in the library, the attendance averaging about 21.

*Helena (Mont.) P. L.* (Rpt.—1908; in *Bulletin*, June, 1909.) Added 1627; total 40,484. Issued, home use 66,998. Borrowers' cards issued 731.

"The local newspapers are bound and the library possesses a complete file of all Helena papers."

*Jamestown N. Y. James Prendergast F. L.* (18th rpt.—year ending May 31, 1909; from local press.) The circulation was 94,197, a gain of 4990 over the previous year, and the largest yet attained. Total registration 7586; of these 2778 were added during the year.

*Manchester (N. H.) City L.* (55th rpt.—1908.) Added 1780; total 59,012. Issued, home use 88,465 (71.3 per cent. fict.). Registration for year 2639.

A new registration was begun on the first day of the year. The number of books issued to schools has almost doubled. This is due to more liberal provisions in the rules for issuing books to schools. Books have been sent from the library to the Young Men's Christian Association, a collection of 50 having been sent twice. Deposits will probably be sent to engine houses and car barns. Books for vacation reading have been allowed. A medical library has been fitted up in the gallery, where for many years old accumulations were stored. Many public documents were returned to Washington. While packing those in the basement it was found that some of the volumes were full of holes. On examination it was discovered that some of the volumes which had been stored for a long time were alive with tiny white animals. These proved to be white ants or termites. After consultation it was determined to fumigate with formaldehyde the document room where the pests were discovered. This was done and the room closed for 24 hours. Upon opening it, it was found that the ants were still animated. The wood floor and sheathing was then taken out; a cement floor was laid, walls cleaned and whitewashed, and the book and newspaper cases placed upon bricks, that the termites might not be able to get into the cases from the ground. All this work was necessary for the document room alone, and it is probable that the woodwork throughout the basement will have to be torn out. The main part of the building is supported by oak posts, and it was found that several of these had been attacked by these termites and so badly honeycombed that the building was allowed to settle. One of the uprights of the coal bin was so badly eaten that it gave way and the coal poured

down like an avalanche into the cellar. The coal bin is eaten to the ceiling, and there is a possibility that the depredations may extend into the beams of the main floor. It proves a certain source of danger to the building and emphasizes the need of a new structure.

*Marshalltown (Ia.) F. P. L.* (Rpt.—year 1908.) Added 455; total 12,540. New cards made 717; total no. cards in force 5060. Receipts \$4192.91; expenses \$3806.53 (salaries \$1640, binding \$353.48, books \$407.40).

The work in the main library has been hampered by lack of funds. The work at the Packing house and Y. M. C. A. branches has shown encouraging results.

"Special attention has been called to books on business and for business men, and the lectures in the interest of good reading were continued throughout the year."

*Medford (Mass.) P. L.* (53d rpt.—1908.) Added 2099; total 35,612. Issued, home use, 108,092 (adult 56,768, juv. 51,324, fict. 53 per cent.). New registration 1197; active membership 5107.

The work with the schools continues as in previous years, with about 1500 books in the secular and Sunday schools through the greater part of the year. In connection with the school work may be mentioned a plan devised in the library by which certain poems frequently used for memorizing by pupils have been copied and fastened into heavy covers arranged in file cases and loaned to the children. As many as 15 or 20 copies have been made of popular poems, and thus the books containing them have been saved much wear and tear. There is need for the establishment of a boys' club, but accommodations for this cannot be acquired without addition to the library. A larger appropriation for the library is also needed.

*Michigan College of Mines L., Houghton, Mich.* The library contains 22,543 bound volumes, about 5500 pamphlets, and 1450 maps. There are 248 technical and scientific periodicals on file.

*New London (Ct.) P. L.* The public library has recently issued a small pamphlet entitled "The Public Library of New London, Connecticut: information and regulations, 1909." 18 p. S.

In this is briefly given a description and regulations of the library.

*New York P. L. Lenox Branch.* An important exhibition of prints, engravings and other pictures of especial interest in connection with the coming Hudson-Fulton celebration has been placed on view in the library.

Mr. Weitenkampf, the curator of the Print department, has arranged the exhibition in three sections. The first is called "Henry Hudson and the discovery of the Hudson river," and includes engraved portraits based

upon doubtful papers in the City Hall, photographs and reproductions of paintings by Albert Bierstadt, George Wharton Edwards and others. The first section is small because of lack of authentic material.

The second division illustrates "Robert Fulton and early steam navigation." There are portraits of Fulton copied largely from the paintings by West, as well as reproductions of Fulton's work as an artist, Fulton's boats and the steamboats prior to Fulton's time and subsequent to it are also shown. The third section includes views of the Hudson river from New York to its source and contains many rare old prints.

*Pasadena (Cal.) P. L.* (Rpt.—year ending June 30, 1909; in *Monthly Bulletin*, July, p. 4.) Added 3144; total 28,450. New registration 2236 (1096 women, 519 men, 300 girls, 321 boys). Renewals 214; number of registrations held by tourists and non-residents 178. Receipts \$16,381.77; expenses \$13,559.80 (salaries \$6658.55, books \$3116.03, light \$437.98, printing, stationery and stamps, \$200.76).

It is interesting to note that in statistics of circulation books of philosophy show an increase in net gain over the other classes during the year.

The library's branch known as the North Pasadena branch has more than justified its establishment. In eight months 10,122 books have been circulated from it.

*Sedalia (Mo.) P. L.* (14th rpt.—year ending April 30, 1909.) Added 1888; total, exclusive of uncataloged govt. docs., 11,518. Issued, home use 47,649 (fict. 57 per cent.). New registration 739. Receipts \$7485.43; expenses \$5893.24 (salaries \$2350, new books \$1409.68, binding \$300.75).

The work of the year shows no especially noteworthy feature. There has been a general clearing out of old and accumulated material. But in spite of the large number of books discarded and of readers' cards cancelled the growth of the library shows a decided advance over last year.

There was open shelving placed in a drug store in East Sedalia, and from there the library circulated 776 books.

*Williamsport, Pa. James V. Brown L.* The library began in July to issue a monthly bulletin of additions to the library. The issue will continue regularly.

#### FOREIGN

*Hampstead (Eng.) P. Ls.* (Rpt.—year ending March 31, 1909; in library's quarterly *Readers' Guide*, v. 2, no. 3, p. 71.) Added 3372 (net increase); total 57,580 (14,492 ref. collection, 43,088 home reading). Borrowers' tickets 12,057 (increase over previous year 1308). Issued, home use 239,217 (under 50 per cent. of books issued was fiction, increase of 11,902 over last year); ref. use 82,871.



## MISCELLANEOUS

MERRILL, William Stetson. Catholic literature in public libraries. (*In the Catholic World*, July, 1909. 89: 500-507.)

Discusses the question whether Catholics should abandon the public library as they have abandoned the public schools, and establish free lending libraries under their own auspices and control. The author comes to the conclusion that such establishment of free Catholic libraries intended for the people at large is under present conditions impracticable, and therefore Catholics must utilize the libraries that are now maintained at public expense. He shows that Catholics may without compromising their principles or burdening themselves with expense secure all the benefits to which they are entitled and really all they want (1) by preparing privately or by co-operation lists of the Catholic books in each local library; (2) by drawing these books for home reading; (3) by recommending the purchase of others by the library. He then briefly reviews a number of lists of Catholic books in several public libraries which have already been compiled as suggested. A few practical hints are given as to the best way to go ahead to catalog books by Catholic authors in a public library.

Mr. Merrill, the author of this paper, was a member of the committee, and if we remember rightly, the chairman of the committee, which compiled a Catholic reading list and catalog of books (in English) by Catholic authors in the Chicago Public Library. The author concludes as follows: "Catholic literature needs to be 'boomed'—if the slang term may be pardoned, and the best way to boom it is to show the world what there is of it. Let every public library in the country be searched for it and let lists be published of what is found, be it much or little."

U. S. COMMISSIONER OF EDUCATION. Report year ending June 30, 1908. Wash., Gov't Printing Office, 1909. 2 v. 1090 p. O.

In v. 2 of this report there are statistics giving information with regard to libraries of educational institutions. In the libraries of the schools for the deaf in the United States there are 114,501 volumes. In the libraries of the state schools for the blind in the United States there are 41,126 volumes in ink and 95,325 volumes in raised type. In libraries of secondary and higher colored schools there are 369,627 volumes; of private high schools there are 2,065,630 volumes; of public high schools, 5,162,770 volumes; the financial equipment of libraries of colleges of agriculture and mechanic arts endowed by acts of Congress, approved in 1862, 1890, and 1907, amounts to \$3,586,029.

## Cataloging and Classification

CHICAGO (ILL.) PUBLIC LIBRARY. Accessions from April 1 to June 1, 1909. 16 p. O. (Bulletin no. 91.) 3 c.

—Books in foreign languages added to the Chicago Public Library during the year 1908. (Bulletin no. 85.) 8 p. O. 3 c.

LIBRARY OF CONGRESS. Card section. Bulletin, 15, ed. 2. May, 1909.

Cards for the publications of the U. S. Geological survey and the state surveys.

MITCHELL PUBLIC LIBRARY, Hillsdale, Mich. Catalogue of permanent collection of pictures and statuary. [3 p. 1909.]

Many of the items noted in this brief list were obtained by Dr. Theodore Koch, librarian of the University of Michigan, by whom the list was compiled while on a trip to Europe.

NORWAY. KIRKEDEPARTEMENTET. Katalog over boker skikket for Folkebogsamlinger . . . utarb. av Karl Fischer. Kristiania, 1909. 4°.

This is the edition for 1909 of the Norwegian guide corresponding to the A. L. A. catalog. It contains the bulk of the books listed in earlier issues of the volumes, besides a selection of the literature for 1908. Some four pages are devoted to a selection of English and German books. It is arranged according to the Dewey Decimal system. The books listed can be ordered at somewhat reduced prices through the Department of Education, which furnishes the unbound volumes with a cheap, substantial binding and also with the Decimal shelf number, an innovation that may make our own Bureau of Education shudder. The catalog ought to be a handy tool for American libraries dealing with Scandinavian constituencies. Care should be taken to avoid certain novels included, which are of very doubtful moral character. Some of the writings of H. E. Kinck, K. Hamsun and even the brothers Krag and A. Strindberg ought to be excluded from such a list. But, on the whole, the selection seems to be excellent. J. D.

U. S. DEPARTMENT OF AGRICULTURE. Monthly list of publications (May-June). [4 p. O.]

UTICA, N. Y. Public Library. Selected list of historical fiction. Utica, N. Y., Utica Public Library, 1909. 12 p. 12°, pap., gratis.

VIRGINIA STATE LIBRARY. Bulletin, v. 2, no. 3, July, 1909: Finding list of geography, anthropology, hydrography. p. 194-228.



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- MONEY. Davies, Albert Emil. The money, and the stock and share markets. N. Y., Isaac Pitman & Sons, [1909.] 117 p. tabs., D. (Pitman's practical primers of business.) cl., 50 c.  
Bibliography (2 p.).
- NEW ENGLAND. NAMES. Douglas-Lithgow, R. A., M.D. Dictionary of American-Indian place and proper names in New England; with many interpretations, etc. Salem, Mass., Salem Press Co., 1909. c. 21+400 p. por. O. cl., \$7.  
Bibliography (3½ p.).
- NEW Schaff-Herzog encyclopedia of religious knowledge; embracing Biblical, historical, doctrinal and practical theology, and Biblical, theological and ecclesiastical biography, from the earliest times to the present day; based on the 3d ed. of the Real-encyklopädie [für protestantische theologie und kirche] by Johann Jakob Herzog; ed. by Albert Hauck and now in course of publication; prepared by more than 600 scholars and specialists under the supervision of S. Macauley Jackson, D.D., editor-in-chief, C. Colebrook Sherman and G. W. Gilmore. Complete in 12 v. v. 3, Chamier-Draendorf. N. Y., Funk & Wagnalls Co., 1909. c. 13+500 p. Q. cl., \$5; per set, \$60; shp., \$84; hf. mor., \$96; full mor., \$108.  
Exhaustive bibliographies are supplied for each subject, and this volume contains a supplemental bibliographical appendix which brings the list of books covering the topics from volume 1 to volume 3 down to January, 1909.
- OCEANICA. LANGUAGE. List of grammars, dictionaries, etc., of the Oceanic languages. (*In* New York Public Library *Bulletin*, July, p. 467-486.)
- PATENT LAW. Great Britain. Patent Office. Subject list of works on the laws of industrial property (patents, designs and trade marks), and copyright in the library of the Patent Office. Lond., printed for His Majesty's Stationery Office, 1909. 84 p. S.
- POLAR DISCOVERIES, ANCIENT. Sardodott, Fr. Manoscritti zeniani. Teramo, tip. Bezzi e Appignani, 1909. 8°, p. 60.
- PSYCHOTHERAPY. Huckel, O. Mental medicine; some practical suggestions from a spiritual standpoint; five conferences with students at the Johns Hopkins Medical School. N. Y., Crowell, [1909.] xxxii, 219 p. 19½cm. \$1.  
"Best books for further reading": p. [215]-219.
- SANITATION. Smith, A. W., comp. Selected bibliography of sanitary science and allied subjects. N. Y., Stechert, 1909. 40 p. pap., 50 c. net.
- SHAKESPEARE. Katalog der bibliothek der Deutschen Shakespeare-gesellschaft. Weimar, 1909. vi, 88 p.
- SICILY. Monroe, W. S. Sicily, the garden of the Mediterranean; the history, people, institutions, and geography of the island. Bost., L. C. Page & Co., 1909. c. 20+405 p. pls. fold. map, D. (Travel lovers' ser.) cl., \$3, boxed.  
Bibliography (5 p.).
- SWEDENBORG, Emanuel. Hyde, Rev. J. A bibliography of the works of Emanuel Swedenborg, original and translated. [N. Y., New Church Board of Publication, 3 W. 29th St.,] 1906, [1909.] 16+742 p. 8°, cl., \$10.
- SWINBURNE, Algernon Charles. [Reading list, no. 52.] (*In* *The Reader's Index of Croydon Public Libraries*, p. 60-63.)
- TECHNICAL LITERATURE. Stone & Webster, Library of. Current literature references on public utilities, etc., construction, operation, finance for the year 1908. Bost., Mass., 1909. 168 p. O.

TUBERCULOSIS. Special list. (*In* Worcester (Mass.) Free Public Library *Bulletin*, July, p. 24-27.)

— Pennsylvania. *Dept. of Health*. Descriptive catalogue of the exhibit of the State Department of Health of Pennsylvania at the International Congress on Tuberculosis, Washington, D. C., September 21 to October 12, 1908; Samuel G. Dixon, Commissioner of Health. Harrisburg, Pa., [State Dept. of Health,] 1908, [1909.] 32 p. 8°, (Add. pubs. for price.)

WALES. Bibliography of Wales; a record of books in Welsh or relating to Wales, no. 26, April, 1909. 14 p. O.

Nos. 1-14 of this list were printed in the Cardiff (Wales) *Public Library Journal* from April 1900, to June, 1903, and nos. 15-19 were issued as a supplement to that journal. With no. 20 it appeared for the first time as a separate publication. Since then it has been continued periodically. This number contains all publications added to the Welsh department of the Cardiff reference library since July, 1908. It is interesting to note that this work is practically that of Mr. Ifano Jones, who has been connected with the Cardiff Public Libraries since 1896. He has gained a high reputation as a Welsh bibliographer.

WELFARE WORK. Welfare work or industrial betterment. [Special list.] (*In* New Bedford (Mass.) Free Public Library, *Bulletin*, April, p. 31-32.)

WEST. Gephart, W. F. Transportation and industrial development in the Middle West. N. Y., Columbia University, 1909. 273 p. 25½cm. (Studies in history, economics and public law; ed. by the Faculty of political science of Columbia University, v. 34, no. 1.)

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#### IMPORTANT SALES CATALOGS

BAER, Joseph, & Co. Lagerkatalog 565 (Ungarn, Siebenburgen, Kroatien, Dalmatien, Herzegowina, Rumanien, Bulgarien, Serbien, Montenegro, Türkenkriege). Frankfurt am Main, 1909. 184 p. O.

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15-18. Wisconsin-Minnesota L. Assns. Superior-Duluth.

Program. 16. American library conditions, by H. E. Legler, Madison, Wis. 17. Book symposium. (These are for joint sessions; there are also various papers for the separate sessions of the two associations.)

20-27. N. Y. L. A. Hotel Sagamore, Lake George, N. Y.

Program will consider especially Bibliographical instruction for library users and Books for different classes of readers. Addresses by Andrew D. White, Cornell; G. P. Bristol, Cornell; Dr. A. C. Hill, state prison inspector; Prof. J. W. Jenks, U. S. Immigration Com.; Dean L. H. Bailey, N. Y. State Agricultural College.

##### OCTOBER

20-21. Southern Tier L. C. Steele Memorial Library, Elmira, N. Y.

20-22. Indiana, Kentucky and Ohio L. Assns. joint meeting. Louisville (Ky.) P. L.

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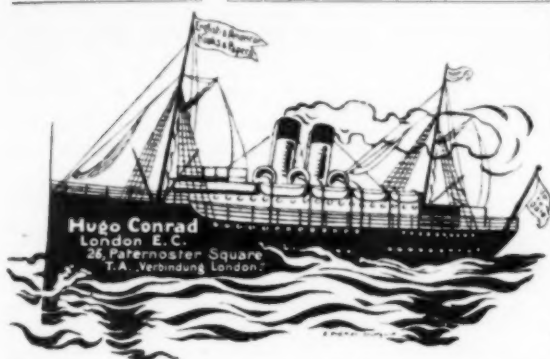
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